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ABSTRACT

The responsibility of the Child Care Worker Training Project was to train 500 unemployed people from five cities in an experimental and demonstration project designed to overcome the shortage of child care personnel. Each of the centers (Baltimore, Chicago, Cleveland, Newark and New York) developed its own method of recruitment, short-term pre-employment training and job placement. The major objective of the overall project was to provide more and better care for children in need of child welfare services while at the same time opening new career opportunities for previously unemployed or underemployed persons. The plan itself, how it evolved, who participated, the sequence of events, what problems and successes were encountered, project results and implications for the future are described. (Author/WY)

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CHILD CARE WORKER TRAINING PROJECT

Final Report of Operational Phase
and Employment
January, 1970

(Appendices under separate cover)

Report of Research Findings under separate cover

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Conducted by
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I. INTRODUCTION

The Child Care Worker Training Project was conducted by the Child Welfare League of America at the request of the U. S. Office of Education. The responsibility to train 500 unemployed people from five cities was undertaken in order to develop and demonstrate a method of recruitment, training and job placement whereby the severe shortage of child care personnel could be overcome. The major objectives were compatible: to provide more and better care for children in need of child welfare services, while at the same time opening new career opportunities for potential workers. To do so required developing and testing a manpower development and training project that would provide relatively short-term pre-employment training for entry level and career ladder positions in child care work. An essential aspect of the plan would be job placement for previously unemployed or underemployed persons.

The plan itself, how it evolved, who participated, the sequence of events, what problems and successes were encountered, the results, what was learned and implications for the future are described in this report. The report covering the Research aspects will be completed by April 1970.

This project was a pioneer effort, an experimental and demonstration project. We sincerely hope and believe that a valuable contribution has been made. It serves as an example of the impact of the cooperative relationship and the combined efforts of government and the private sector, that is the voluntary nonprofit social welfare organizations. What has been achieved is attributable to the joint efforts of government, the Child Welfare League of America, the training centers (their faculty and counselors), the practicum or field placement social agencies, the local Advisory Committees and those organizations which have employed the graduates of this project. The trainees themselves merit recognition and praise for having helped to demonstrate the validity of the concepts of this project.

II. The Project

A. Origin

The broad outlines and key features of the Child Care Worker Training Project were developed by the Child Welfare League of America in the summer of 1967. This was in response to a request by the Office of Education, Division of Manpower Development and Training. The Office of Education, the Children's Bureau and the Department of Labor had recognized some pressing needs of mutual concern. On the one hand there was a serious and chronic shortage of child care personnel in the child welfare agencies; on the other there were underemployed and unemployed people in need of new career opportunities. Meeting the employment needs of the unemployed through training and supportive services could in turn help alleviate the problem of shortages of child care personnel, and thereby bring about more and better services for children. Whether or not a project on the scale that was authorized could produce a large number of capable workers, it would (or could) create a method that could be tested, modified and repeated and thereby develops more workers.

The Child Welfare League of America was called upon by government to develop and administer the plan. The League was considered well qualified to help provide this training as it was, and is, the largest national organization of agencies engaged in child care and protection. At that time the League had a membership of 292 agencies and 59 Associates. Its 351 affiliated child welfare agencies represented both the public and private sectors of service. The agency had traditionally provided training opportunities for child care personnel through its workshops at Regional Conferences, through sponsorship of a variety of institutes and seminars, through consultation to such groups, and through the training experiences of its staff.

The Child Welfare League of America had held two national conferences (1960, 1962) concerned with the development of child care worker training programs and had sponsored a national conference on the child care worker (1967).

The project proposal submitted by the Child Welfare League of America in June 1967, had an important underlying philosophy. The League saw its role as that of an enabler or facilitator of programs of training and job placement that would occur within the selected cities. It would not administer the individual programs within those cities. Instead it would help give guidance, or direction, to those efforts. The League would therefore be responsible to conceptualize, to plan, to involve communities and schools, to offer guidelines and consultation, to coordinate and to handle administrative or accountability aspects of the overall project. It would be responsible to evaluate the efforts of the participating communities and to offer recommendations for the future.

With this in mind, the League submitted a proposal which culminated in a cost reimbursement contract awarded by the Office of Education in June 1968. During the interval, the League had refined the plan and had initiated contacts with 10 of the various cities who were being considered as project sites:

New York, Baltimore, Chicago, St. Louis, New Orleans, Los Angeles, Louisville, Cleveland, Philadelphia, Omaha

Under the terms of this contract, the Child Welfare League of America acted as an agent for the U. S. Office of Education in order to accomplish the following:

- Select training facilities in consultation with the Office of Education and with cooperation of the Department of Labor.

- Review and assess selected programs already in existence.

- Assist appropriate public and private state agencies and schools in the identification and recruitment of individuals best suited for training for work with children in the occupations and locations specified.

- Assist in the creation of local coordinating units for selection, screening, training and job placement of the students.

- Assist each selected school or training unit with their development of curricula.

- Assist with the selection of community service agencies that will be used to provide the supervised practical experience that is an integral part of the training program.

- Assist the local training center and planning group to effect job placements through the services of the employment division.

- Evaluate the various training programs and the job placement experiences.

The above measures required a plan of procedure that included the following:

1. Recruitment, orientation and assignment of project staff.

2. Curricula analysis and the establishment of curriculum guidelines.

3. Re-establishment of contacts with those schools and programs with whom there had been prior communication.

4. Initiation of contacts with Welfare Council or other appropriate groups in the various communities listed for consideration as participants in the project.

5. Establishing criteria for selection of communities (or for utilization within those communities selected), e.g.,

- area with available manpower resources, that is number of unemployed or underemployed persons.

- an Office of Economic Opportunity unit, or similar organization to help: (a) identify need, and (b) assist in recruitment of trainees.

- a recognized need for personnel, e.g., day care workers, foster parents, institution staff, etc.

- job opportunities - present or anticipated job openings for post-training job placement.

- a training center -- preferably a junior college or a community college, or extension division of a college or university, including those already experienced in similar or related training.

- practicum or field placement openings -- in social agencies, children's institutions, day care centers, hospital units, detention facilities, training schools, institutions for retarded or handicapped children.

- research potential, e.g., availability of research personnel.

6. Consultation with the Office of Education, the Children's Bureau, the Department of Labor and such other organizations as the Office Economic Opportunity, local units, etc.

7. Preparation of specifications for community guidelines in order to enable such organizations to submit their subcontract proposals. Included was a requirement that each community undertake a survey and determine whether there was an adequate number of potential eligible trainees, sufficient prospective job openings in the specified field of service, the compliance with minimum wage laws and other employment conditions, and the availability of practicum training opportunities.

8. Included was a requirement that there be established a local Advisory Committee composed of, but not limited to, representatives of:

   State Employment Service
   Public Assistance
   Office of Economic Opportunity
   Health and Welfare Council
   Probation Officer or Court
   Education
   Social Agency Executives
   Public Child Welfare Departments
   Vocational Rehabilitation

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Child Care Workers Association (if any)
Key Local Citizens
And Others Such As CEP, AIM-JOBS

B. Early Actions

Each of the designated communities was asked to submit their proposals for review by the Child Welfare League of America.

Child Welfare League representatives, through channels, that is through potential sponsoring organization planned visits to the target communities in order to lay the groundwork for community participation in planning and development of program, publicity, recruitment of trainees, placement prospects, etc.

The local schools were assisted in regard to the League guidelines for curricula possibilities, but given latitude to submit their own curriculum of class and practicum, including the use of films, slides, tours, case record approach, guest speakers, etc.

The schools developed the budgets for the above -- including their own sources of funds and applied to the Child Welfare League of America for subcontract financing.

The Child Welfare League of America, the schools and the local coordinator (in the event that they were not one and the same) planned regarding stipends, the amount and coverage, with the aid of the Department of Labor local units.

Simultaneous with the foregoing, the Child Welfare League of America conducted an analysis of existing programs and curricula in order to be able to assist the schools in planning of basic courses on a pre-employment level.

C. Hypothetical Training Programs

It was conceived that there were several areas that would lend themselves to training objectives, included were:

a. Child Care Aides - This would be a form of homemaker service, in which the home aides could work, for example with severely retarded children in their own homes or in some form of group care.

b. Foster Parents - This would not be practicable unless the problem of the method of payment or employment of foster parents could be satisfactorily dealt with within the local communities.

c. Day Care Workers - This is regarded as the area of perhaps the greatest expansion and opportunity for training.

d. Institution Personnel - for a variety of institutional settings.

D. The Proposed Training Programs

1. General Approach

The Child Welfare League of America did not impose a mandatory training curriculum. Instead, it sought to help develop a variety of programs. However, it did offer guidelines for training, including what it determined to be required basic or generic training ingredients, for example, the normal development of children, problems in social adjustment, observation of behavior, working with other members of an agency team, etc. The plan submitted to the Child Welfare League of America by each local training unit had to clarify how that unit planned to adapt the above guidelines and to coordinate class and practicum experiences. Similarly, each unit was expected to stipulate the rationale for development of a specific training program geared in one or more of the indicated fields or career categories.

2. It was stipulated by the Child Welfare League of America that the course content should cover the generally recommended topics in such way as to provide a basic core of training for child care workers in any setting. This is for the purpose of permitting trainees to develop knowledge and skills in several child care roles in order to facilitate future advancement from within one category of worker to another. For example, as conveyed in the material covering "New Careers in Child Care," foster parents may, with additional training and supervision, become day care workers, or conversely a day care worker may become a foster parent. Either could, with additional experience and training, become an institutional child care staff member.

3. Each training unit was required to provide curricula material and supervision specific to its chosen field of service; for example, the day care trainee was to receive training specific to such service performance.

4. Another variation tested was that of general training plus more specialized training in a selected field of service with appropriate supervised training in an agency setting.

5. Each training unit offered its own plan of class and practicum training. The Child Welfare League of America thereby stimulated creative, imaginative planning of training approaches. The League was able to evaluate a variety of training programs and to determine which hold the most promise for future manpower development and training programs in regard to careers in child care work.

6. It was possible for any given community to create training programs in different fields. Thus, for example, it was contemplated that Chicago with its large manpower supply and the anticipated job openings could train both day care and institution child care workers.

7. A sample program was projected whereby each community would train 100 students. This plan was modified but the essential ingredients were retained. The arrangement called for the training for 500 trainees in a total of 5 cities. The training and related experience will be recounted in subsequent chapters.

E. Pre-Contract Revisions

The proposal as described above was accepted and to a remarkable degree was followed in the fulfillment of contractual obligations. There were, however, some significant changes made in the final contract. These were due primarily to budgetary limitations, which curtailed some of the anticipated activities. Among the changes were the following:

1. Instead of 2,000 trainees in 10 different cities over a two year period, training was to be provided for 500 trainees in five cities during a one and half year period.

2. Instead of 10 possible cities from a list of 18 that might have been eligible for the project, 5 cities were to be used.

3. Instead of the use of the procedure described above for screening the communities in terms of the various criteria that would make for maximum or optimum success, the cities were designated by the Office of Education. They were:

   Baltimore
   Chicago
   Cleveland
   Newark
   New York City

   The major implication of the above is that some of the preliminary ground work to test the suitability of the communities was not possible. Some of the essential steps were eliminated, or minimized, as for example intensive study of job availability. The cities had to be adapted to the plan. It is recommended that in any future project the original process of selecting the cities as to training and job opportunities and other conditions would be essential.

4. Trainees were screened primarily by the various local units of the Department of Labor, with the schools having limited roles in this connection.

5. The success of screening and implications for the future will be dealt with in the second section of the report - Research.

III. INITIAL PHASE

A. Subcontract Proposals

Immediately upon receipt of contract approval, the project director scheduled visits to each of the five selected cities: Baltimore, Chicago, Cleveland, Newark and New York City. Contacts were made with potential sponsors and training centers. Participation was on a voluntary basis. Compliance with the requirements of the project as to training and job placement was implicitly expected. Subcontract proposals were submitted; modifications were recommended by the League and/or incorporated in the subsequent contracts. Budgets were established. It was anticipated that training would proceed as rapidly as soon as possible after the schools obtained their signed contracts and the assurance of funds.

B. The Training Centers

See TABLE I - Training Centers and Training Cycles on Page 11.

C. Subcontractors

The pattern arrived at included some important variations. Thus, for example, there were two graduate schools of social work that served as subcontractors (Rutgers in Newark and Hunter in New York), one college (Cleveland), one health and welfare council (Baltimore), and one shared sponsorship (Chicago). In one city, Chicago, two campuses were used as schools for training. In Baltimore one school was in the city, another in the county. In New Jersey, although the graduate school of social work is located in New Brunswick, the extension division in Newark was used as the training center.

The information listed under dates of cycles was not as originally planned, instead there had been numerous complications which delayed the beginning of training. These delays were due to difficulties in securing the necessary clearances (MT 1 and 2 forms) through the Department of Labor. As these were new projects, there were also difficulties in regard to assurance of the necessary funding and in recruitment of faculty. The dates shown are the actual dates of training. Subsequent material will indicate the number of trainees enrolled and graduated.

It should be noted that with the exception of Cleveland, where cycles were 20 weeks duration, all training cycles were of 12 weeks duration.

All subcontracts were originally written to terminate at the end of August 1969. Subsequently extensions of two months were provided. This was made necessary by the fact that in at least two instances (Newark and Clevleand) training was not concluded until the middle of August of 1969 and would not have permitted sufficient time for job placement and the necessary follow-up built into this project.

Table I

Training Centers and Training Cycles

City	Subcontractor	Schools	Cycles
Baltimore	Health & Welfare Council	Comm. College of Baltimore	I. 2/24/69 - 5/16/69 II. 4/14/69 - 7/4/69
		Essex (County) Comm. College	I. 3/10/69 - 5/30/69
Chicago	Human Services Institute of Chicago & the Child Care Assoc. of Ill.	Wilson Campus	I. 10/21/68 - 1/16/69
		Crane Campus	II. 2/7/69 - 5/9/69
Cleveland	Cleveland College Case Western Reserve Univ.	Cleveland College	I. 10/21/68 - 3/7/69 II. 3/31/69 - 8/15/69
Newark	Rutgers - Graduate School of Social Work	Rutgers - Extension Division	I. 1/27/69 - 4/18/69 II. 5/19/69 - 8/3/69
New York	Hunter College	Hunter College School of Social Work	I. 1/20/69 - 4/10/69 II. 4/21/69 - 7/10/69

D. Project Staff

On June 24, 1969, the starting date of the project, the only staff member available to the Child Welfare League of America team was the project director. The project research director, Dr. Dorothy G. Singer, having had to accept other outside assignments, was prevailed upon to continue in a part-time capacity. The staff of the project, once recruited, remained intact throughout the course of the project with the exception of one research staff assistant, Miss Barbara Rothschild, who was replaced by Mrs. Virginia Flynn in December 1968. The services of Mrs. Laura Bolton were employed on a part-time basis to assist with the field work efforts of the research staff.

The project staff of the Child Welfare League of America was as follows:

Project Director	Samuel P. Berman
Field Coordinator	Thomas N. Edwards
Research Director (part-time)	Dr. Dorothy G. Singer
Research Assistant	Joan Levy
Research Assistant	Barbara Rothschild
Research Assistant	Mrs. Virginia Flynn
Research Assistant (part-time)	Mrs. Laura Bolton
Secretary	Joseph Pesce
Secretary (part-time)	Mrs. Dorothy Williams
Research Consultant	Dr. John Antrobus
Curriculum Consultant	Dr. John Gabriel

E. Actions Taken; Materials Produced

During the initial phase, that is for the first four months or so of the project, a great deal of time and effort was involved in preparing material for, and communicating with, the training centers. That material which appears in the Appendix will be described briefly in a subsequent section.

On September 20, 1968, the League's project staff conducted an orientation session for and with representatives of each of the participating schools. The project directors and research personnel of those training centers were involved in a discussion of the history and development of the project, a brief account of the new career experience of each school, the proposed training plans and job opportunities in each community, the use of local advisory committees and other related matters. The various forms and procedures to be used in the project, the research concepts and methodology, the services available through the League, were all presented and discussed.

It is noteworthy that the orientation was held even prior to the final approval of the subcontracts. Such approval was necessary in order to initiate the recruitment and training process in each of the communities.

Limitation of funds did not permit more frequent orientation or overall project staff meetings, that is of the League and the participating communities. The field coordinator and the project director did visit each of

the communities periodically. There were opportunities for meetings in conjunction with two national conferences, as well as an overall project meeting toward the close of the subcontract phase -- that is in the summer of 1969. It is recommended that in future projects more frequent meetings of the participating communities be held for purposes of comparing methodology, experiences and planning.

F. Job Descriptions and Career Ladders

An underlining assumption of the project was that a career ladder concept was applicable to the child care worker role. This would necessitate the development of job descriptions showing a progression of responsibilities and tasks within each specific career line. Further, in order to provide training such job descriptions were needed in order to convey what the objectives of such training would be and to help trainees acquire the appropriate information and skills.

In addition to the vertical job ladder or advancement scale within each specific service, there was conviction that there was a substantial body of generic training that would permit workers to move to another step or phase of the career ladder on a horizontal or lateral basis. Thus, as one example, a day care worker could become an institutional child care worker given additional training or opportunities. Much of this is elaborated upon in the material contained in the appendices.

Following extensive review of material in the related fields of service, the project staff developed job descriptions contained in the appendices to this report.

1. Day Care

"The day care aide assists the teacher in the performance of basic housekeeping, preparation, clean-up, inventory and other non instructional work, as well as certain semi-instructional duties...the assistance teacher has more contact with the children working with them in arts and crafts, field trips and other play activities."

Appendix A-1, Day Care Service, describes that field of service and the service and the functions of: (a) the day care aide, (b) the assistant to teacher and (c) teacher.

Appendix A-2 lists the basic requirements for fulfillment of the day care worker role: I. Working knowledge of: II. Abilities and Skills and III. Values and Attitudes.

Appendix A-3, Day Care Worker - Job Ladder, indicates both the vertical and lateral career ladder possibilities for a day care aide. Progression can be within the day care field from aide-to-worker-to assistant teacher-to professional roles. It could involve a more specialized field of service through work with emotionally disturbed or retarded children, or other exceptional youngsters. This list is by no means exhaustive, it is intended to test possibilities beyond the entry level position.

2. Institutions

"Child care aide assists the child care worker in the performance of basic housekeeping duties and activities...the child care worker has almost constant contact with the children, providing the care children would receive from parents were they living in their own homes."

Child care work in institutional care in residential settings is treated in a similar fashion (Appendices B-1, B-2, B-3). Job levels starting at an entry position of child care aide proceed through child care worker, child care supervisor and professional. The requirements are indicated.

The job ladder is again a suggested list of possibilities. One could add to this such additional steps as unit supervisor or coordinator and similar positions.

3. Homemaker Service

Homemaker Service is treated in a somewhat similar fashion. This is a particularly important issue because of the tendency on the part of the general public to confuse homemaker service with some sort of domestic work or housekeeper role. The services described, as are the positions (Appendices C-1 and C-2). No career ladder is offered specific to the homemaker service as there are no clearly defined levels within the job of homemaker. There are, of course, possibilities of supervisory level positions and there are lateral prospects.

The homemaker must have certain personal qualifications and is responsible for a wide range of information and skills. "The homemaker assists in preventing family disruption through helping to maintain normal family functioning in times of temporary stress, precipitated by illness of the regular homemaker."

4. Combined Job Ladder

A Combined Job Ladder, Appendix D, was prepared. It illustrates the career ladder potentials within and among the various job fields.

G. Bibliographies and Reference Materials

In order to facilitate the work of the training centers, the project staff accumulated and prepared a bibliography of pamphlets, books and films. This material was obtained with the cooperation of the Information Service of the Child Welfare League of America. The broad areas covered in the bibliographies include:

Selected References (1) Discipline in the Child Welfare Institution and (2) General Subject of Discipline (Appendix E-1)

Selected References - Education of Mentally Retarded Children (Appendix E-2)

Selected References - Institutional Care: Play and Recreation (Appendix E-3)

Selected References on the Education and Training of Child Care Staff in an Institution (Appendix E-4)

Selected List of References - Plant and Equipment for Nursery Schools and Day Care Centers (Appendix E-5)

Selected Reference - Meals and Food (In Children's Institutions and Day Care Centers)(Appendix E-6)

Selected References on Homemaker Service (Appendix E-7)

Selected References - Health for Children in Day Care Centers (Appendix E-8)

Some Selected References Pertinent to Group Day Care of Babies and Children Under Three Years of Age (Appendix E-9)

Some Suggested Films on Institutional Care (Appendix E-10)

Some Suggested Films on Day Care Service (Appendix E-11)

Some Suggested Films on Homemaker Service (Appendix E-12)

H. Additional Material

As the project staff became aware of other material that might be helpful in the administration of the programs it made such material available to the training centers. An example of this was information regarding medical procedures. The project staff excerpted a section from "Establishing Cooperative Programs for Minor Medical Service to MDTA Applicants and Trainees" (Program Memorandum AVL M69-1, July 3, 1968, Division of Manpower Development and Training). This material advised the training center personnel of their role in relationship to the state Vocational Rehabilitation Agency. (Appendix F)

IV. REVIEW OF TRAINING PROGRAMS

Child Care Worker Training in the United States has had a very uneven development marked by fragmentation, lack of coordination or standardization as to course content, procedures, duration and so forth. In 1960 the Child Welfare League of America, with the assistance of the United States Children's Bureau, held a conference of the trainers of child care workers; primarily those from institutional settings. A similar conference was held in 1962. At that time there were approximately only one dozen recognized training programs throughout the country. Those meetings did give impetus to the movement for additional training with the result that within the next four or five years one could identify approximately 40 training programs. It was not, however, until in the past few years when community colleges entered this particular field of training that there was the associate degree training now much more in evidence. There are also now some programs that lead to a master's degree in child development. Information concerning these programs was secured by the project staff from U.S. Children's Bureau and the Information Service of the Child Welfare League. However, this was not as complete a list as we though would be needed, nor did those lists contain sufficient data concerning the content of the training. It was conceivable that some of the training centers involved in the project would want to communicate with some of the schools for suggestions and information. With this in mind a brief questionnaire was prepared for distribution to the directors of State Departments of Welfare in each of the 50 states. (See Appendix G.)

The form sought to identify the following:

1. Child Care Worker Training Programs in each state

2. Associations of Child Care Workers in each state

3. Associations of Executives of Child Care Agencies within the state or on a regional basis

It was necessary to send follow-up letters in order to obtain as complete a response as possible. Curriculum ideas were obtained, interest in cooperative efforts were apparent.

The result of the request for information in as complete a form as is possible under the circumstances was compiled as a separate catalog. We believe incidentally that this is as of the moment the most complete listing of its kind. It has many practical uses as a source of information.

V. THE TRAINING PHASE

A. Local Advisory Committees

What occurred in each of the communities will be described in chapters devoted to those experiences. Prior to the initiation of training considerable attention was devoted to the necessity to develop meaningful local advisory groups. This was further stressed in November of 1968, when Mr. Thomas N. Edwards joined the project staff as field coordinator. His extensive experience in community organization work based on his participation as a member of the staff of the Health and Welfare Councils of Philadelphia and Boston enabled him to make a significant contribution to the efforts of the training centers.

The field coordinator and the project director visited the training centers in order to provide consultation with specific emphasis on the training programs and the use of the advisory group. There was need to clarify how the training placements or practicums should be involved. From the very outset there was great emphasis upon securing job openings and assurances of employment.

Some of the thinking concerning the composition and use of the Advisory Committee was contained in a memorandum sent by the field coordinator to the training centers. (Guidelines on the Function of the Advisory Committee, Appendix H.) It should be noted that initially there was a tendency on the part of the training centers to develop Advisory Committees made up of faculty members and professionals from local social agencies. The training centers were urged to broaden the composition of the local Advisory Committees, to make them more representative and to build a sufficiently strong community voice in order to help establish lines of communication with government and voluntary agencies concerning job possibilities for the trainees. Such leadership roles were developed in the communities, as shall be described. One of the most important adjuncts of the training project in each of the communities was the availability of the local advisory group. Although these groups were used differently in each community, in some, there was a tendency to work with individual members of the group rather than the committee itself. The League project staff became more and more firmly convinced that such local Advisory Committees can greatly facilitate the efforts of the job developer within the local training center program. This is further clarified in "Guidelines on Job Development," a memorandum sent to the training centers in March 1969, as the first cycles of some of the programs were nearing an end. (Appendix I)

It is recommended that the use of a representative, broad local Advisory Committee be a requirement of any similar training-job placement program.

Trainee participation in the program included a sharing of their ideas as to training content and procedure. In the future, the participation of graduates of such programs in local Advisory Committees would be most desirable.

B. Coordination

Throughout the course of the project, project staff -- particularly the field coordinator -- maintained close communication with each of the project directors of the subcontract communities. The project director was in touch with each of the same in regard to financial and related aspects of reporting and

accountability. A good deal of emphasis was placed upon the use of local Advisory Committees for job development and placement. There was also clarification as to the research aspect of the project. By plan, the League project staff met with the Advisory Committees of each of the communities. Contact was maintained with the U. S. Office of Education through correspondence, quarterly progress reports and numerous phone contacts.

C. Widespread Interest and Recognition

Although the project was limited to five cities, its subject matter, the training and employment of child care workers, generated very widespread interest. The project staff received a steady and heavy flow of inquiries and correspondence from a surprising variety of sources, including individuals, schools, organizations and personnel of other projects. With the help of the Information Service of the Child Welfare League of America and its own materials, the project staff accumulated and distributed a considerable amount of information and material.

The Child Care Worker Training Project was one of the program features in a state conference conducted by the Child Care Association of Illinois, local sponsor of the Chicago project. The project director and the director of the Chicago project participated as panel members in the conference of The Institute for Training and Research in Child Mental Health held in Albany to deal with "Optimum Utilization of Community Colleges in the Training of Child Care Workers in Residential Programs." Also participating in that meeting were Mirl Whitaker, Director of the Child Care Association of Illinois and Alton Broten, one of the principal aide's in developing the Chicago project.

In March 1969, the project director, the project research director and the project directors -- or their representatives -- in each of the participating cities, with the exception of Baltimore, presented material and conducted a discussion at the American Orthopsychiatric Association meeting in New York City. That panel session "Round Table: Training of Child Care Workers" aroused considerable enthusiasm about the project and its goals.

In May 1969, one session at the National Conference on Social Welfare was entitled "A New Career Approach to Meeting Manpower Needs in Child Welfare." Dr. Joan Swift, the Director of the Chicago Project, presented the key paper. Mr. Thomas N. Edwards, Field Coordinator for the Project, was the discussant. Mrs. Emma Stroud, a graduate of the Rutgers Project, also spoke and conveyed the personal and professional growth she experienced.

In addition to these meetings the project was the subject of discussion at each of the eight Regional Conferences held by the Child Welfare League of America during 1969. This occurred generally at the meetings held by the Executives of League Member agencies. In at least one instance, this led to some job offers in communities other than those in which the projects were being conducted.

D. Materials Produced

During the early phase of training, project staff continued to prepare guidelines for the benefit of the participating communities.

During this same time -- a critical time for the project -- there was serious campus disruption in at least three of the project locations, Chicago, New York and Newark. With the exception of New York City, this did not excessively hamper the project program.

E. The Middle Phase

The middle phase, as shown by our Fourth Quarterly Progress Report, covering the period of April through the end of June 1969, was as had been predicted the period of heaviest training and job placement. Earlier efforts were intensified; increased efforts were made to coordinate what was happening in each of the centers. Thus, for example, contacts with the local projects were maintained, while even more inquiries were brought to the attention of the League, as for example from local social service agencies, such as the Community Service Society of New York, and even from other countries, most notably a visit by the Director of the Division of Education for Social Welfare of Indonesia.

In anticipation of the closing phase of the project, in early June an all day session was held for all of the project subcontractors, with all of the League project staff. This was an effort to coordinate efforts and to clarify procedures. It was also the opportunity for the League project staff to emphasize that although training was now coming to a close, job placement became all the more important.

There was unanimous interest in recycling the project, or developing a modified project. Each of the communities wished to participate if possible.

Based on these responses and the experiences of the League project personnel, the League on June 21 wrote to the Office of Education in order to plan for the possibility of a new project. It did so in order to be able to retain the services of those who had now acquired experience that could be utilized in perfecting and administering a more advanced model of this pilot project.

F. Termination of Training

By August 15, 1969 all of the training programs were concluded. Each subcontract community had been asked to submit its final Quarterly Progress Report for analysis. On the basis of that, additional information and clarification was requested. Emphasis was then placed upon the employment phase. A Master Summary Sheet and instructions were prepared which would bring together in one form, relevant material concerning the trainees in terms of enrollment, graduation, job placement, salary and the like. (Appendix J) This was in some ways dovetailed with the trainee information on placement (Appendix K)requested

by the Research Department. In a sense it provided us with a means of determining what happened with each and every trainee. This was also a period of review of the need to extend the job counseling and job placement efforts, of obtaining as much of the remaining research material as was necessary. It involved considerable contact with the project communities and at the same time with the Office of Education.

The results of training in the composite are covered in the next chapters, following which there is a report of each city.

VI. RESULTS

A. Composite and Summary

The results of training and job placement in the five cities are summarized in the following tables. (TABLES II and III) These serve as references for the overall report and the sub-section pertaining to each city. TABLE IV lists area population and number of social agencies in the participating cities. More precise data will be included in the research report. TABLE V is a composite report of Job Titles - Training - Related Jobs. TABLE VI lists reasons for termination of training.

The Child Care Worker Training Project began officially in July of 1968. Within little more than a year of that date, a total of 542 enrollees participated in programs in 5 major metropolitan areas. They were provided with short-term pre-employment training consisting of academic and practicum experiences. Of those enrolled, 80 percent were graduated - 434. Of that number, 70 percent or more (302) were employed by the end of October 1969, with the anticipation that additional graduates will secure employment. The majority of those employed obtained child care jobs (259).

It was interesting to note that as an antipoverty program, the project succeeded in retaining 82 percent (144) of the 176 enrolled public assistance clients through graduation. Of the 96 graduates, almost 70 percent obtained employment at salaries averaging from $3817 to $4797 per year, dependent upon the individual community.

The general low salary of child care aides continues to represent a serious problem, it continues to make it difficult to attract and to retain personnel and therefore has some limitation as a new career. However, by contrast, it does offer an entry level step into a field that may have career ladder possibilities, particularly as increased efforts are made to improve the overall status of the child care worker.

Table 1!

Results of Training and Job Placement

	Total	Baltimore	Chicago	Cleveland	Newark	New York
Enrolled	542 (M 31)	89	118 (M 10)	100 (M 5)	131 (M 1)	104 (M 15)
Dropouts	108 (M 12)	10	23 (M 4)	21 (M 2)	28 (M 1)	26 (M 5)
Graduates	434 (M 19)	79	95 (M 6)	79 (M 3)	103	78 (M 10)
(% of enrolled)	(80)	(89)	(81)	(79)	(79)	(75)
Jobs of Graduates	302	57	64	51	77	53
Child Care	259	48	51	41	69*	50
Not Training Related1	43	9	13	10	8	3
(Jobs as % of graduates	(70)	(72)	(67)	(65)	(77)	(68)
To Advanced Training	24	7	4	3	6	4
Average Salary						
Child Care Jobs**		$4048	$4805	$3933	$4432	$4623
Other Jobs		$4738	$6131	$4101	---	---

*Includes 20 "underemployed" day care workers

**Some institution positions also provided maintenance

Table III

Results of Training and Job Placement

Public Assistance Clients in Program

	Total	Baltimore	Chicago	Cleveland	Newark	New York
Enrolled	176	49	18	31	33	45
Dropouts	32	7	4	6	9	6
Graduates	144	42	14	25	24	39
Graduates (% of enrolled)	(82)	(86)	(78)	(81)	(73)	(87)
Jobs of Graduates	96	34	8	12	19	23
Child Care	88	33	6	10	16	23
Not Training Related	8	1	2	2	3	--
(Jobs as % of Graduates)	(67)	(81)	(57)	(48)	(79)	(59)
Average Salary		$4170	$4797	$3817	$4396	$4362

Table IV

The Participating Cities

City	Pop. 1966	No. League Member Agencies	No. Non-Member Agencies
		Child Welfare League of America	
New York	7,903,367	21 (including all boroughs plus towns of Hastings-on-the Hudson, Dobbs Ferry and White Plains	85 (including all boroughs)
Newark	407,082	2	21
Chicago	3,557,136	11	39
Cleveland	878,054	8	16
Baltimore	941,004	6	34

Table V

JOB TITLES - TRAINING - RELATED JOBS

	Newark	Chicago	Cleveland*	Baltimore	New York
Lead teacher/teacher	7		1		Incomplete
Second Directress -school			1		
Teacher aide/asst. teacher	42	14		8	
Escort messenger				1	
Community aide	6				
Attendant (retarded)			4		
Welfare aide/social work aide	3			25	
Psychiatric aide/trainee/attendant		5	4	1	
Child care worker/aide	2	14		6	
Nurse's aide/assistant		4	1	5	
Children's supervisor	2				
Housemother		3			
Group home mother			3		
Health aide/mental health aide	1	8			
Life management aide				1	
Homemaker	1		3		
Recreation assistant			1		
Baby-sitter	1				
Youth leader			4		
Asst.youth director	1				
Bus driver/attendent (retarded)		2			
	N= 66	50	Sub -Total 22 N=41	47	
Day care workers	49	3	8	8	
Institutional workers	4	17	12	7	
Community welfare workers	9	8	1	25	
Recreation workers	1		1		
Homemakers	1		1	1	
School for retarded children		8			
Hospital workers	1	7	9	5	
School workers		4	7		
Other	1		2	1	

*Cleveland - exact job titles unknown for 19 people

Table VI

Reasons for Termination

MT - 102 Code Number	Reason	NUMBER OF TRAINEES Newark N=28	Chicago N=23	Cleveland N=21	Baltimore N=10	New York
30	Poor attendance	10	1	7	2	2
02	To take non-trng related job			2		
31	Lack of progress	1	1			
32	Misconduct			2		
33	Alcoholism			1		
34	Committed to Inst.	1				
35	Poor hours or loc.					
36	Moved from area					
37	Care for family	3	3		1	1
38	Pregnancy of Trnee.				1	
39	Illness of Trainee	5	6	4	2	
40	Full-time school					
41	Insuf. pay or allow.	1		1		20
42	Transportation problems					
43	Entered armed forces					
50	Couldn't adj. to trng./wrk		1		2	
51	Lost Interest	8	11			
52	Didn't att. remed'l. class					
53	Disliked instructor					
54	Disliked counselor					
55	Agreement term					
56	Unknown	1		1	1	
57	Other	1		3	1	

VII. THE CITIES

Staff and Faculty
Baltimore

Mrs. Ruth C. Schwartz, Project Coordinator, Health and Welfare Council
MSSA, School of Applied Social Sciences, Western Reserve University

Mrs. Loretta Wali, Staff Assistant (part-time)
BA, West Virginia State University

Project Teachers - Community College of Baltimore

Mrs. Dolores Sykes, Core Teacher
MA in Social Work, Howard University

Miss Marilynn Phillips, Remedial English and Mathematics Teacher
MA in English, University of Illinois

Mrs. Norma Jones, Child Care Speciality Teacher
MA in Social Casework, Howard University

Mrs. Joan Chavis, Child Care Speciality Teacher
MA in Social Work, Howard University

John Taylor, Remedial English Teacher
MA in English, Columbia University

Miss Susanne Buxton, Training Director
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Faculty - Essex Community College

Mrs. Jean Bourne, in charge of the remedial work
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Mrs. Marcia Kalkut, Core Trainer
AB in Sociology, Barnard College

Dr. Marianna Beck Sewell, Consultant and Instructor
Ed.D, New York University

Mrs. Geraldine Alice Maxwell Jones, Teacher
BS, Morgan State College, Baltimore

Mrs. Phyliss Kopelke, Consultant, Early Childhood Education

Mrs. Barbara Davis, Social Worker/Counselor
MSW, University of Chicago, School of Social Work

The Reverend Monroe Good, Project Director

Local Advisory Board
Baltimore

Name	Representing
Herbert L. Fedder	Baltimore Assn for Retarded Children, Inc.
Jason Coe	Boys' Town of Maryland
Frederick L. Nims, Jr.	Concentrated Employment Program
Mrs. Marion Persons	Baltimore City Dept. of Health
H. David Wisch	Woodbourne, Inc.
Lt. Col. Walter Swyers	Salvation Army
Seymoure L. Kline	Maryland Committee for the Day Care of Children
Frances Mansfield	Maryland Children's Aid Society, Inc.
Joseph S. Rigell	McKim Community Assn, Inc.
Ernest H. Smith	Family and Children's Society
Milton Goldman	Jewish Family and Children's Service, Inc.
Erna Maas	Child Study Center of Maryland, Inc.
Claude F. Libis	Board of Child Care of the Baltimore Annual Conference of the Methodist Church, Inc.
Rev. J. Francis Stafford	Associated Catholic Charities, Inc.
Raleigh C. Hobson	Maryland State Dept. of Social Services
J. Donn Aiken	Maryland State Department of Employment
Dr. James Carson	Maryland State Dept. of Mental Hygiene
Richard A. Batterton	Maryland State Dept. of Juvenile Services
Irene Olson	Baltimore County Dept. of Social Services
Esther Lazarus	Baltimore City Dept. of Social Services
John F. Bacon	Community Action Agency
Thomas J. Murphy	Civil Service Commission
Russell S. Davis	Maryland State Dept. of Personnel
Joseph Marschner	Community College of Baltimore
Andrew Bohle	Community College of Baltimore
Mrs. Priscilla Woolley	Essex Community College
Theodore Venetoulis	Essex Community College
Gertrude Rodgers	Baltimore City Dept. of Social Services
Louise Rainer	Baltimore County Dept. of Social Services
Vernon Brown	Work Incentive Program
Mrs. Leta Baron	Baltimore County Community Action Agency
Mrs. Mary Jane Edlund	Maryland Committee for Day Care of Children
Mrs. Sadie D. Ginsberg	Maryland Committee for Day Care of Children
F. A. Owens, Jr.	Department of Employment Security
Robert M. Vidaver, M.D.	Department of Mental Hygiene
Irma Fritschman	Children's Aid and Family Service Society

Baltimore

A Description

The Training Project in Baltimore was conducted through the joint auspices of the Health and Welfare Council of the Baltimore area, with training centers located at the Community College of Baltimore and Essex Community College, the latter located in the county. The participation of the Health and Welfare Council as the local sponsoring body provided the project with leadership and experience in the community organization aspects, as well as continuity of program. It is strongly recommended that in any future project of this nature that Health and Welfare Councils be sought out as sponsoring bodies.

Trainees for the project were recruited by the Concentrated Employment Program and the Work Incentive Program in Baltimore City. In the county they were recruited by the Baltimore County Community Action agency.

Curriculum

Curriculum material is included in the chapter on curriculum. There were three sections offering 12 weeks of training. Classroom training consisted of 20 hours per week provided as follows:

Core Training	5 hours per week
Remedial English and Mathematics	5 hours per week
Child Care Speciality	10 hours per week

Core included topics such as: the world of work, the value of education, structure of the community, etc., designed to better prepare the trainees for employment. The remedial work was geared toward high school equivalency examinations. The training methods included short presentations of information, extensive use of group discussions, outside speakers and field trips to agencies. A total of 36 different child care agencies were used for practicum placements. They included private and public day care centers, school and day care centers for retarded children, hospitals, public schools, head start centers, a juvenile detention and diagnostic center and the Baltimore City Department of Social Services. Trainees spent approximately 20 hours per week in the practicum placement.

One unusual characteristic of the second section at Community College of Baltimore was that 25 jobs had been guaranteed before the start of training by the Baltimore City Department of Social Services. The new position was to be that of social service aide.

Results of Training and Placement

The accompanying charts indicate the results of training and placement through the efforts of the Baltimore Project.

Table 1 shows that there was a total of 89 trainees who remained more than one week. All were female, 49 had been receiving public assistance. There was a total of 79 graduates -- or a retention rate of 89 percent. It should be noted that in Baltimore, it was the difficulty of assuring jobs and the delays in getting the project underway that made it necessary to eliminate the attempt to have a total enrollment of 100 or more trainees. It is significant that Baltimore was able to graduate as many as Cleveland which had an enrollment of 100 trainees.

Table 2 indicates that 49 of the 89 trainees -- well over half the group -- had been receiving public assistance. Forty-two (86 percent) of these trainees were graduated. Furthermore, of the ten dropouts in the program, seven had been from public assistance.

Table 3 is a report of the placement experience of the 79 graduates, of the 10 dropouts and of the graduates who had initially been on public assistance. Of the 89 enrolled, 59 (or 66 percent) obtained jobs. More important is the fact that of the 79 graduates, 57 (or 72 percent) obtained employment with 48 having obtained child care positions. In addition, 7 graduates were to take additional training.

Table 4. It is important to note that of the 42 graduates who had been receiving public assistance at the beginning of the program 34 (81 percent) obtained employment -- 33 as child care workers, 3 graduates not currently employed are seeking advanced training.

Table 5 indicates the child care worker and salary information. While child care jobs offered an average salary of $4048 a year, non child care jobs an average of $4738. The graduates who had been on public assistance received a salary of $4170 a year. It is to be noted that these salaries are generally quite low and constitute a problem in terms of the field.

TABLE V - Job Titles - Training - Related Jobs, indicates that 25 graduates became welfare aides, 8 teacher aides, 6 child care worker aides, 5 nurse's aides and a scattering of others - one escort messenger, one psychiatric trainee attendant.

Composite TABLE VI indicates that Baltimore can attribute much of its difficulty to poor attendance, illness or inability to adjust to training.

Table 1

Baltimore

Class	Total Enrollees	Graduates No.	Graduates %	Dropouts No.	Dropouts %
CCB Cycle I	29	24	83%	5	17%
CCB Cycle II	30	26	87%	4	13%
Essex	30	29	97%	1	3%
All Cycles -Total	89	79	89%	10	11%

Table 2

Class	Total Enrollees on Public Assistance	Graduates No.	Graduates %	Dropouts No.	Dropouts %
CCB Cycle I	14	11	79%	3	21%
CCB Cycle II	30	26	87%	4	13%
Essex	5	5	100%		
All Cycles -Total	49	42	86%	7	14%

Table 3

Baltimore

Class	No. of Graduates	Employed Full- or Part-Time at Some Time From Graduation to September 30, 1969						Not Employed Since Graduation					
		Child Care Job		Other Job		Total Jobs		Seeking Job		Out of Job Market		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CCB Cycle I	24	13	54%	4	17%	17	71%	5	21%	2	8%		
CCB Cycle II	26	24	92%			24	92%			2	8%		
Essex	29	11	38%	5	17%	16	55%	9	31%	2	7%	2	7%
All Cycles - Sub-Total	79	48	61%	9	11%	57	72%	14	18%	6	8%	2	3%
	No. of Dropouts												
CCB Cycle I	5			1	20%	1	20%	1	20%	1	20%	2	40%
CCB Cycle II	4			1	25%	1	25%					3	75%
Essex	1									1			
All Cycles - Sub-Total	10			2	20%	2	20%	1	10%	2	20%	5	50%
Total	89	48	54%	11	12%	59	66%	15		8		7	

Table 4

Baltimore

Class	Graduates From Public Assistance	Employed Full- or Part-Time at Some Time From Graduation to 9/30/69						Not Employed Since Graduation					
		Child Care Job		Other Job		Total Jobs		Seeking Job		Out of Job Market		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CCB Cycle I	11	7	64%			7	64%	3*	27%	1**	9%		
CCB Cycle II	26	24	92%			24	92%			2	8%		
Essex	5	2	40%	1	20%	3	60%	1	20%			1	20%
All Cycles - Total	42	33	79%	1	2%	34	81%	4	10%	3	7%	1	2%

	Graduates Taking Additional Training					
All Cycles - Total	7	3	1	4	1	2

* 1 in school looking for part-time job

**Full-Time school

Table 5

Baltimore: Salaries

	No. on Whose Salaries Data Is Based	Salary Range	Mean Salary
Child Care Jobs	45	$2600 - $4411	$4048
Other Jobs	5	? $6468	$4738
Graduates From Public Assistance: Child Care Jobs	31	$2600 - $4411	$4170

Highlights of the Baltimore Project

An important consideration in determining the location of future training projects should be an evaluation of the population base and the number of child care agencies which have job opportunity potentials for the trainees. Baltimore according to 1966 estimates had a population of 941,000. The area contained 40 child care agencies, including six member agencies of the Child Welfare League of America. Thus, Baltimore was the third largest of the five cities in the project.

The job survey conducted by the Baltimore project coordinator revealed some problems characteristic of all of the cities participating in the study: a limited number of job vacancies at any given time, but a very high rate of turnover so that over a period of time more job vacancies occurred. There were problems related to low pay rates and a significant number of child care agencies. Some would have paid less than the minimum wage -- that is $1.60 per hour; increases were effected. Every effort was made to obtain job commitments before training groups were started. This proved to be exceedingly difficult, if not impossible. Instead trainees were prepared for a variety of child care jobs and informed that there could be no guarantee of jobs; instead, emphasis was placed upon the skills that could be acquired and personal development of the trainees which should facilitate employment at some future time. The Health and Welfare Council -- to its great credit -- assumed continued responsibility to seek placement for graduates, even after the conclusion of the project.

One most unusual situation concerns itself with the 25 jobs that had been guaranteed before the start of training by the Baltimore City Department of Social Services. These were for a new position known as Social Service Aide. This required some modification of course material and in addition required that 8 of the trainees received driver's education. This was arranged in order to enable the graduates to fulfill the driving responsibilities of the new positions. From the outset the Director of the Baltimore City Department of Social Service (a League member agency) had been very interested in having a group trained for such departmental services in the Children's Division and the program of Aid to Families of Dependent Children. The aides would work primarily with children and have responsibility for such activities as helping an overburdened foster mother, working with a handicapped child in need of special attention, taking care of children who accompany their mothers to the agency office, helping with emergency placements, accompanying children and clients, etc.

The plan was delayed when it was found that the State Department of Social Services had no funds for these positions. A request for such money was made in the Governor's Supplemental Budget, after some interpretation of its value and need. However, the State's Joint Senate Finance Committee and House Ways and Means Committee deleted the positions. The alert efforts of the Baltimore project coordinator, the Health and Welfare Council, and the director of the Baltimore City Department of Social Services, resulted in an amendment to cancel out the deletions.

Counseling

Extensive personal counseling was offered by the entire training staff at the Community College of Baltimore, while a part-time counselor was employed for that purpose at Essex Community College. Major problems requiring counseling were: child care plans for the trainees' children, personal budgets, personal appearance, job plans, continuing education, marital and family problems, feelings about self and health problems. Among the latter were: unexpected pregnancy, overweight, emotional upset and illness.

Advanced Training

In a program designed to establish a career ladder, the possibility of advanced training is an important motivating and retaining factor. The Baltimore subcontractor had initially requested funds to help underwrite some college credit courses for some trainees. These funds could not be provided through the contract. Nevertheless at least 7 trainees are considering, or have applied, to colleges for full- or part-time courses; two have received scholarship aid. The continuing problem is the need for some supplementary funds or training allowances while the students are attending school.

Job Development

Some methods used by Baltimore that merit replication in other communities in the future are the following:

1. Trainees were placed in practicums that might lead to possible job placements, whenever this was possible.

2. Baltimore project coordinator involved key members of the Advisory Committee in planning for curriculum and arranging visits to agencies in developing job opportunities.

3. An Open House was held in each college to which representatives of each child care agency in the area, all members of the Advisory Committee, and other interested personnel were invited.

4. Prior to the end of the various cycles, lists of all child care agencies in the area were prepared, so that personnel from the Baltimore project and from the various employment services could begin to visit and schedule employment interviews.

An analysis by the Baltimore project shows that, "In Baltimore this project has had much more success in helping create and fill new child care jobs than in filling vacancies in previously existing jobs." It was anticipated that with turnover and shortage of child care services new jobs would be developed over a period of time. However, it was the firm conviction on the part of the project staff in Baltimore, and incidentally shared by project directors in other cities, that the anxiety felt by trainees who have no assurance of jobs makes it necessary that any training program should first have firm job guarantees.

Comments Concerning Trainees

In general with other communities, the Baltimore project staff reflected great respect for the trainees and the strength they displayed despite adversities they had experienced in their lives. All projects reported that the trainees brought to the child care field, life experiences, determination and a desire to learn that would be of positive value in child care work.

Recommendations

Baltimore Child Care Worker Training Project recommended the following:

1. That the Child Welfare League of America repeat the Child Care Worker Training Project with the following major changes:

   a. Job guarantees for graduates should be assured before the beginning of training.

   b. Greater emphasis should be placed on training of underemployed child care workers with prior agreements that salaries would be raised following training.

   c. The full-time services of at least one staff member in each city should be designated for job development with such activities beginning well in advance of training, inciuding up to one year in advance if need be.

   d. The number of child care workers trained in each city could be related to definite job guarantees available in that community.

   e. The training should be longer than 12 weeks.

   f. Funding to subsidize further education of trainees, further or advanced education of trainees should be included in the contract.

Among the other recommendations were:

Encouragement to agencies to use more "para-professionals" and to continue to work for better salaries, work conditions and advancement opportunities. As was true in other communities, there was also a desire for coordination of training of currently employed workers.

Summary

In many ways the Baltimore experience offers a most desirable format for the kind of training project conducted. Having an ongoing organization such as the Health and Welfare Council serve as sponsor and coordinating body proved to be ideal. Its experience in community organization, the use of a local Advisory Committee, its experience in conducting community surveys all proved to be invaluable. It would have been preferable to have utilized only one training school and that one in the city itself. The Community College in the county was a bit too removed from the trainees, the jobs and the practicum placement. In addition attempting to coordinate some administrative details proved to be cumbersome.

Practicum Placements

Baltimore

Agency	Trainees
B.A.R.C. Fremont (day care for retarded)	1
B.A.R.C. N.W.	1
B.A.R.C. Coppin	1
B.A.R.C. Dundalk	1
Bolton Hill Nursery	1
Brunt St. Annex	1
Cherry Hill	1
City Hospitals	6
Community Day Nursery	1
Emmanuel Day Care Center	1
Hampden Day Care Center	1
Headstarts	6
John F. Kennedy Institute	6
Knox Day Care Center	2
Lafayette Homes	2
Lexington Poe	1
Little School Day Care	1
Loving Care Nursery	1
La Plaza Day Care	1
Md. Children's Center	5
Perkins Court	1
Public Schools	10
Searchlight and Logan Elementary	3
Somerset Homes	1
St. Francis School (retarded)	1
St. Elizabeth School (retarded)	1

Staff and Faculty

Chicago

Joan W. Swift, Ph.D., Project Director

C. Vincent Bakeman, MA, Project Coordinator

Mrs. Dorothea S. Hosch, MSW, Employment Coordinator

Ronald F. Gee, MSW, Counselor

Robert E. Larkin, MA, Curriculum Coordinator

John Wallace, MA, Practicum Coordinator and
Coordinator for Crane Campus

Mary Ann Kaufman, MA, Instructor

Lucy F. Fairbank, MA, Instructor

Gertrude Keeys, MA, Instructor

Local Advisory Board
Chicago

Name	Representing
John Baldwin	Randall House
John Ballard	Welfare Council of Metropolitan Chicago
Alton M. Broten	Mary Bartelme Home for Girls
Sister DePaul	St. Vincent's Infant Hospital
Sister Doreen	Dominican Sisters of Bethany
David Doten	Maywood Children's Receiving Home
Mrs. Frieda Engel	Jane Addams School of Social Work
Theodore Groenke	Child Care Association of Illinois
Robert Fenton	Illinois State Employment Service
Joe Jenkins	Child & Family Services of Chicago
Sister Joette	Angel Guardian German Catholic Orphan Society of Chicago
Brigadier Ruth Johnson	Booth Memorial Hospital
Charles Jones	Lawrence Hall
Dr. Myrna B. Kassel	Illinois Department of Mental Health
Mrs. Yvonne Kyler	
Mrs. Franklin B. McCarty	Citizens for Day Care
Miss Elizabeth Meek	Evanston Children's Home
Albert J. Neely	Cook County Department of Public Aid
David Pharis	Edison Park Home
Erwin Plumer	State Division of Children's Schools
Mrs. Jean Polance	United Cerebral Palsy
David Richmond	
Miss Bertha Sobel	Illinois Department of Labor
The Rev. Ruben E. Spannaus	Lutheran Child Welfare Association
Lillian Tauber	Chicago Committee on Urban Opportunity
Irene Werner	Lutheran Welfare Services of Illinois
Mirl Whitaker	Child Care Association of Illinois
Otto Whitehill	

CHICAGO

A Description

The training project in Chicago was conducted through the joint auspices of the Human Services Institute, Chicago City College, and the Child Care Association of Illino -- a state-wide organization. Training sessions were conducted at the Wilson and Crane Campuses of the City College.

The Child Welfare League of America project director had had contact with a large number of social agencies in the Chicago area prior to its selection as one of the participating cities. Chicago offered a large metropolitan population (city population being estimated at more than three and one-half million in 1966) and a large number of social agencies -- some 50 in all, 11 of which were member agencies of the Child Welfare League of America. The greater Chicago area offered even wider potential for employment opportunities, although there were the customary transportation and related problems.

The Child Care Association of Illinois assumed major responsibility for job development. This joint-sponsorship pattern has a great deal to offer in future projects. Again as in the Baltimore experience, the relationship of a school and a community planning organization provided an effective instrument for training and job placement. It would also have been preferable in this community to have utilized only one campus rather than two in order to facilitate coordination.

Fortunately the Chicago City College had previous experience in providing training for child care workers, especially in the day care field. It was located in the ghetto area and had its own day care center or facility for demonstration and training purposes.

Curriculum

Curriculum material is included in the chapter on curriculum. Essentially there were two cycles of 12 weeks of training, three to five days a week were spent in classes, small group sessions, workshops, film presentations and the like. During the last seven weeks, 2 days a week were spent in local child care agencies for supervised practicum.

Results of Training and Placement

The accompanying charts indicate the results of training and placement through the Chicago project.

Table 6 indicates that there were a total of 118 enrollees who remained for at least one week of training. One hundred and eight were female, 10 were male. There were a total of 95 graduates, 89 female, 6 male, or a retention rate of 81 percent. Of the 23 drop-outs, 19 were women, 4 men. It is significant to note that for the first cycle there was a retention rate of 78 percent and 83 percent for the second cycle. The improvement is attributable to the fact that there was greater understanding arrived at with the employment services as to a screening procedure which would not subject trainees to unnecessary enrollment, that is enrollment in projects in which they were not really interested. The modification spared some of the enrollees the experience of another rejection or loss while at the same time resulting in less attrition.

Table 7 indicates that there was a total of 18 enrollees (all women) who had been receiving public assistance, of which number 14 (78 percent) were graduated from the program.

Table 8 is a report of the placement experience of the 95 graduates, the drop-outs and those graduates who had originally been on public assistance. Of the 95 graduates, 64 (67 percent) obtained employment, 51 (54 percent) as child care workers. If one were to combine the number of dropouts who obtained employment as well as those who were graduated, then a total of 68 people obtained employment during the course of this project.

Table 9. Of the 14 who had been receiving public assistance, 8 (57 percent), have obtained employment.

In addition to employment, as shown, four graduates are taking additional training.

Table 10 indicates that the child care worker positions had an average salary of $4805 per year for those jobs about which such information was available. Non training related jobs averaged $6131 per year. It is significant to note that those workers who had been on public assistance and were able to obtain child care positions earned an average salary of $4797.

TABLE V, Composite Job Title, indicated that in terms of training related jobs, 17 are institutional workers, 8 work in schools for retarded children, 7 as hospital workers, 4 as school social workers and 3 as day care workers. The job titles are not always clear. Additional information will be available in the more complete report to follow.

Finally TABLE VI indicates that the major reasons for termination or dropping out of the Chicago program werelack of interest, illness or a need to care for one's own family.

The 95 graduates received a non credit certificate from the Chicago City College. About half of that group had been high school graduates or had the capability of completing a high school equivalency program.

Table 6

Chicago

Class	Total Enrollees	Graduates No.	Graduates %	Dropouts No.	Dropouts %
Cycle I	58	45	78%	13	22%
Cycle II	60	50	83%	10	17%
Both Cycles - Total	118	95	81%	23	19%

Table 7

Class	Total Enrollees on Public Assistance	Graduates No.	Graduates %	Dropouts No.	Dropouts %
Cycle I	10	8	80%	2	20%
Cycle II	8	6	75%	2	25%
Both Cycles -Total	18	14	78%	4	22%

Table 8

Chicago

Class	No. of Graduates	Employed Full- or Part-Time at Some Time from Graduation to 10/31/69						Not Employed Since Graduation					
		Child Care Job		Other Job		Total Jobs		Seeking Job		Out of Job Market		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cycle I	45	26	58%	4	9%	30	67%	5	11%	9	20%	1	2%
Cycle II	50	25	50%	9	18%	34	68%	12	24%	3	6%	1	2%
Both Cycles Sub-Total	95	51	54%	13	14%	64	67%	17	18%	12	13%	2	2%
	No. of Dropouts												
Cycle I	13	1	8%	1	8%	2	15%					11	85%
Cycle II	10	2	20%			2	20%	1	10%			7	70%
Both Cycles Sub-Total	23	3	13%	1	4%	4	17%	1	4%			18	78%
Total	118	54		14		68	58%	18		12		20	

ERIC

Table 9

Chicago

Class	Graduates From Public Assistance	Employed Full- or Part-Time at Some Time from Graduation to 10/31/69						Not Employed Since Graduation					
		Child Care Job		Other Job		Total Jobs		Seeking Job		Out of Job Market		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cycle I	8	4	50%	1	13%	5	63%	2	25%	1*	13%		
Cycle II	6	2	33%	1	17%	3	50%	2*	33%	1	17%		
Both Cycles - Total	14	6	43%	2	14%	8	57%	4	29%	2	14%		

Graduates Taking Additional Training		
4	4	100%

*Full-time nursing training

* 1 - also attending Chicago City College

Table 10

Chicago - Salaries

	Number on Whose Salary Data is Based	Salary Range	Mean Salary
Child Care Jobs	50	$2922 - $5538*	$4805
Other Jobs	3		$6131
Graduates From Public Assistance: Child Care Jobs	6		$4797

*Includes 3 jobs with room and board for which no money is included.

Job Placement

Job situations were developed through a variety of methods, including the following:

1. Local Advisory Committee composed of some 30 members representing practicum agencies, other potential employing agencies, the Illinois State Employment Services and other settings offering guidance and in some situations job opportunities.

2. Mass mailings were sent to approximately 70 to 80 residential child care agencies and those offering day care services for retarded children. A similar mailing was prepared by the chairman of the Child Care Association's Council on Training.

3. Individual effort was undertaken on behalf of the trainees where jobs in public child care facilities through the efforts of the director of the Illinois Department of Children and Family Services, and the director of a new para-professional manpower coordinating center of the Illinois Department of Labor. This was in an effort to lift the freeze on public agencies jobs.

Problems in Job Development

The problem in this community, as well as other participating cities, was that of the distance of most of the residential child care agencies from the inner-city neighborhoods. This involved excessive time and cost. There was also the problem of requirement by some agencies that the child care staff live in, at least for part of the week. There were some unsatisfactory split-shift arrangements.

Some agencies had a requirement that the child care workers be of college graduate level. This was changed in some instances for the benefit of the trainees. Additional problems were those related to low pay, long hours of travel, problems of caring for severely handicapped or disturbed children. In some instances prospective employers were concerned about the lack of high school degrees, about the poor work histories of the graduates, lack of prior appropriate related experiences. In still other instances there were impressions that there may have been bias against the black trainees, or because some were unmarried mothers.

A major problem was that while the state agencies were in need of workers there were also freezes in many positions. There were also personnel practices which make hiring and retaining child care aides exceedingly difficult for the State of Illinois. This is due to the use of a written Civil Service examination which places considerable stress upon reading skills and automatically screens out non high school graduates for some positions. The

delay between application for positions and notification to report to work, minimum lapses of some three weeks meant that some trainees could not wait and accepted other employment instead. It is reported that the state salary schedule for child care positions was low, even after a pay increase effective July 1, 1969. Two trainees left employment after working nearly two months without receiving a paycheck.

Some of the trainees sought and found job opportunities both in and out of child care; some may continue to seek employment having acquired skills and attitudes that would be of benefit.

Subsequent Developments

One of the important results of the Chicago project was the area-wide exploration of job openings or job potential. This could be used for future projects and for related training programs.

In the opinion of the Child Welfare League project director and project staff, if there were to be an effort to provide advanced career ladder training for graduates of the earlier project, Chicago has perhaps the best potential.

Practicum Placements

Chicago

Agency	No. of Trainees
Ada McKinley Community Services	7
Angel Guardian (Institution)	6
Chapin Hill for Children	2
Charles Reed Zone Center (Mental Health)	2
Chicago Association for Retarded Children	2
Chicago Park District (3 parks)	14
Chicago State Hospital	9
Dominican Sisters of Bethany	2
*Evanston Children's Home	1
John Madden Zone Center	6
Lawrence Hall, Inc.	6
*Mary Bartelme Home	3
Maywood Home	5
*Randall House	7
South Deering Methodist Church	2
Southeast School of Retarded Children (2 centers)	10
STEP	2
United Cerebral Palsy Child Development Center	8
Wilson College Day Care Center (2 centers)	8
Total Participating Agencies	23

*Child Welfare League of America Affiliates

MORE THAN 100 AGENCIES IN THE METROPOLITAN AREA WERE INVOLVED IN THE PROJECT DURING THE YEAR OF ITS OPERATION OFFERING FACILITIES AND SUPERVISORY STAFF FOR FIELD WORK OR PRACTICUM PLACEMENTS, EMPLOYMENT FOR GRADUATES, OR SERVING AS MEMBERS OF THE ADVISORY COMMITTEE.

Staff and Faculty

Cleveland

Mrs. Goldie Lake, Director

Miriam Grobsmith, Assistant Director

H. Lloyd Gaines, Personal Counselor

Mrs. Edith Gaines, Curriculum Coordinator

Mrs. Aralander Fendley, Core Leader

Mrs. Hortense Mitchell, Core Leader

Mrs. Anne Hamilton, Secretary

Carole Goldman, Child Development Instructor

Paul Kazmierski, Learning Skills

Susan Deffenbaugh, Learning Skills

Geraldine Gaines, Math and Handwriting

Alice Propst Hoover, Consultant in Diet Therapy

Ruth Comisarow, Psychology Group Discussions

Hank Karp, Psychology Group Discussions

Local Advisory Board
Cleveland

Name	Representing
Dr. M.E. Allerhand	Cleveland College Case Western Reserve University
Michael Luton	Cleveland College Case Western Reserve University
Rev. John Caddey	Child Care Association
James Cole	Family and Children's Services, Welfare Federation of Cleveland
Clarence Holmes	AIM-JOBS
Eleanor Hosley	Day Nursery Association
S. A. Mandalfino	Cleveland Homemaker Service Association
Don Martin	Council for Economic Opportunity
Dr. Morris F. Mayer	Jewish Children's Bureau
Myrtle Muntz	Cuyahoga County Welfare Department
William Nesi	Juvenile Court
Dr. Marvin Rosenberg	Cleveland College Case Western Reserve
Jacqueline Saunders	Department of Human Resources
Emden Schulze	Ohio Bureau of Employment Services
Gloria Small	Council of Economic Opportunity in Greater Cleveland

CLEVELAND

A Description

The training project in Cleveland was conducted under the auspices of Cleveland College, Case Western Reserve University.

Cleveland (with a municipal population of about 880,000 in the 1966 estimates) was the second smallest population base with which to work. It had a total of 24 child welfare agencies, including 8 member agencies of the Child Welfare League of America.

The staff at Cleveland College had experience in offering training for para-professionals and in new career training. It also was very much research oriented in its approach.

Curriculum

Although the curriculum is discussed in a separate chapter, it should be noted that unlike the other participating communities, Cleveland provided 20 weeks of training in each of its cycles, rather than 12. This was made possible by a cooperative effort of Cleveland College within its subcontract and the AIM-JOBS program which underwrote the additional eight weeks.

The total curriculum hours were divided as follows:

classwork	230 hours
field placement or practicum training	312 hours
Core training, that is reinforcement of field placement experience, academic training and theory.	258 hours

Field placement or practicum was an essential ingredient of all of the training efforts. In Cleveland specific efforts to coordinate the efforts of the placement units and the training center staff were as follows:

1. The curriculum coordinators met with administrators of training placements prior to the beginning of the program to determine their requirements and to obtain material for training as well as in-service programs.

2. The training center staff met with administrators and supervisors for a series of orientation sessions around procedures, information, attitudes and so forth. Here it is important to note that supervisors shared ideas quite freely. They reported that a problem they had anticipated, that is inability of the trainees to work with children, did not occur. There had been some confusion on the part of staff and some resentment over the training program and the trainees. This suggests more preparation and planning for the future.

3. Some of the training center staff observed field placements and became more involved in the actual experiences of the trainees.

4. Considerable communication - letters, phone calls, conferences - between the supervisors and the training center staff helped build a close relationship.

Recruitment and Selection - A Special Note

Cleveland made some modifications of the selection process that would be of benefit in future projects. In the first cycle prospective trainees who had been recruited by AIM-JOBS were gathered together to hear about the training program plan and provided with information as to stipends, hours, expectations, jobs, etc. Those interested were then brought into the program, others did not return. In the first training cycle after the trainees were enrolled in the program, they went on field trips to the job and placement sites (very often these were identical), listened to supervisors explain the work of the agencies. A major change was made in the second cycle. Here acquaintance with job and placement sites were made before people actually enrolled in the program. Thus individuals who would have been discouraged or would have found it impossible to cope with the problems of night work, split-shifts, travel, did not choose to participate. This in many ways was preferable to having individuals enroll then to drop from the program experiencing a failure and diminishing the morale of those remaining in the program.

Of the participating centers, in the opinion of the League personnel, Cleveland had perhaps the highest expectations of its trainees, in terms of training content, attendance and adjustment. Thus in the two cycles the training center itself terminated the participation of 12 individuals, either because they showed insufficient interest, had poor attendance records, or there was concern about their emotional adjustment.

Trainee Participation

In each of the cycles students were encouraged to form their own organizations. Although this had limited effectiveness, it did provide a channel for communication and contacts. Each cycle published several issues of a newspaper, written, typed and collated by the trainee themselves. In the second cycle, trainees with the aid of their core leader, made a short film which depicted several problems they encountered with children in institutions, the various techniques and approaches that could be used to handle the situation. They also compiled a handbook with illustrations with most of the games, crafts and other activities that had been demonstrated to them.

Results of Training and Placement

The accompanying charts indicate the results and placement through the efforts of Cleveland College.

Table 11 indicates that there was a total of 100 enrollees remaining for at least one week of training, all but 5 were female, 79 percent were graduated (including three men.) It is significant to note that there was a decline from an 86 percent retention rate in the first cycle to 71 percent in the second cycle. This is attributable to several factors; lack of assured jobs for the second cycle trainees; the program was conducted during the summer months when it is more difficult for trainees who have children of their own to make alternate plans for them; and the loss of interest in attendance on the part of some trainees.

Table 12 indicates that the Cleveland project had a relatively high portion of public assistance clients enrolled (all women); of that number 25 (81 percent) were graduated.

Table 13 shows the placement experience of the 79 graduates. Of that number 51 (65 percent) obtained employment. Three of the 21 dropouts also obtained employment. In all 54 of the original enrollees did obtain jobs during the course of the project. More than half of the jobs -- (41) -- were child care positions.

Table 14. For those graduates who had been receiving public assistance since the beginning of the program, 12 of 25 did find employment. It should be noted in addition, that three graduates are taking additional training.

Table 15 indicates that for the child care worker jobs and other work the average salary was $3933. However, some of these positions included maintenance or related fringe benefits. The non child care jobs had an average salary of $4101. Public Assistance clients earned an average of $3817 in their new jobs.

Composite TABLE V - Job Titles - indicates that 12 workers have accepted assignments as institutional workers, 9 as hospital workers, 8 as day care workers, 7 as workers in school settings.

Program Impact

The Child Care Worker Training Project was viewed from its inception as offering opportunities for new careers and new hope. This was demonstrated most dramatically in Cleveland. There a member of the night cleaning staff at the college had learned about the program, gotten interested and was enrolled. She had been employed at the school for about six years. The training project offered a new opportunity. She had remarkable aptitude and even before the termination of the program was able to secure employment as a group home worker at a salary of $5200 per year. This is in itself a remarkable

Table 11

Cleveland

Class	Total Enrollees	Graduates No.	Graduates %	Dropouts No.	Dropouts %
Cycle I	51	44	86%	7	14%
Cycle II	49	35	71%	14	29%
Both Cycles Combined	100	79	79%	21	21%

Table 12

Class	Total Enrollees on Public Assistance	Graduates No.	Graduates %	Dropouts No.	Dropouts %
Cycle I	15	12	80%	3	20%
Cycle II	16	13	81%	3	19%
Both Cycles Combined	31	25	81%	6	19%

Table 13

Cleveland

Class	No. of Graduates	Employed Full- or Part-Time at Some Time From Graduation to 10/31/69						Not Employed Since Graduation					
		Child Care Job		Other Job		Total Jobs		Seeking Job		Out of Job Market		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cycle I	44	25	57%	10	23%	35	80%	7	16%	2	5%		
Cycle II	35	16	46%			16	46%	14	40%	5	14%		
Both Cycles - Sub-Total	79	41	52%	10	13%	51	65%	21	27%	7	9%		
	No. of Dropouts												
Cycle I	7									1 (enrolled in cycle II)	14%	6	86%
Cycle II	14			3	21%	3	21%	2	14%	1	7%	8	57%
Both Cycles - Sub-Total	21			3	14%			2	10%	2	10%	14	67%
Both Cycles - Total (Dropouts & Grads.)	100	41	41%	13	13%	54	54%	23	23%	9	9%	14	14%

Table 14

Cleveland

Class	Graduates From Public Assistance	Employed Full- or Part-Time at Some Time from Graduation to 10/31/69						Not Employed Since Graduation					
		Child Care Job		Other Job		Total Jobs		Seeking Job		Out of Job Market		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cycle I	12	6	50%	2	17%	8	67%	4	33%				
Cycle II	13	4	31%			4	31%	6	46%	3	23%		
Both Cycles - Total	25	10	40%	2	8%	12	48%	10	40%	3	12%		

Graduates Taking Additional Training					
3	3	67%	1	33%	

Table 15

Cleveland - Salaries

	Number on Whose Salary Data is Based	Salary Range	Mean Salary
Child Care Jobs	39	$3297 - $5242	$3933
Other Jobs	4		$4101
Graduates From Public Assistance: Child Care Jobs	10		$3817

success story but it reflects the excitement generated by participating in an academic setting. The following are excerpts from a trainee graduation speech: "I am presently employed at Sagamore Hills Psychiatric Children's Home. I am employed there along with three of my classmates...therefore, I would like to talk a bit about 'Education in the Small Group Setting.' I graduated from McEvans High School, Shaw, Mississippi, May 1966. In my class there, there were about 50 students."

"At the Cleveland College Child Care Training Center we were in small core groups and the advantages were quite great. At first the core was large and we did not get the opportunity to discuss or contribute to the discussion as much as each of us wanted to, but as the group grew smaller, we had more opportunity to participate. We also got more help with our individual problems."

"Each school has its own general way of disciplining and teaching. At the Center we were allowed and encouraged to engage in self-discipline and developing responsibilities. Many of us were not accustomed to this kind of freedom and responsibility, so at first I kind of enjoyed it. But later I realized that if I were going to be in charge of a group of children, I would need to be responsible and know how to make decisions and follow through with them without someone having to remind me."

"Teaching and learning in the core group was different from what I had experienced except for a few classes. At first I thought we were just wasting time talking. Pretty soon I was aware that something was taking place. We were talking about our problems of child care, getting along with co-workers, being flexible, understanding the policies of the institution and team work. We were offering each other advice and when we could go no further, the core leader or teacher would help clarify some issues for us, or the administration would bring in persons who could help us. This was really different from my experience I had had in the South."

"But one thing is true for both North and South, people who are interested in their work and others can teach anywhere."

Perhaps the highest tribute paid to the validity of the pre-employment training program, short-term as it was for child care workers, came from a most unusual source. All persons involved with the training of child care workers recognized the pioneer efforts and outstanding leadership shown by Dr. Morris F. Mayer, Director of the Jewish Bureau of Cleveland. As a member of the local Advisory Committee he quite freely expressed his early reservations about attempting to train enrollees who had minimal academic preparation or experience. After observing the program he reversed himself and expressed great admiration for what had been accomplished in so relatively brief a time and attested to the inherent strengths and contributions of the trainees. In fact, in support of the objectives of the program, he became the acting chairman of the Advisory Committee and took responsibility for relating to the Ohio State Department of Mental Hygiene and Correction, the committee's recommendation that graduates of this program should enter employment at a step above those who have had no experience or training. This was in recognition of what the project trainees had received within this new careers training project.

Practicum Placements

Cleveland

Training with job commitments were offered by the following agencies:

Beechbrook

Bellefaire

Blossom Hill

Broadview Center

Cuyahoga Hills Boys School

Cuyahoga County Welfare Homemaker Service

Cuyahoga County - Group Homes

Health Hills Hospital

Marycrest School

Sight Center

Sagamore Hills Children's Hospitals

Others offering training but not job commitments were:

Children's Aid Society

Head Start Centers

Community United Day Nursery

Staff and Faculty

Newark

Dr. Bernice Boehm, Project Administrator

Mrs. Marjorie Carrier, Director - Instructor

Mrs. Ida Bell, Social Worker - Instructor

Mrs. Gwendolyn Cottingham, Instructor

Mrs. Helen Knowlton, Curriculum Coordinator - Instructor

Vivian Stephens, Instructor

Mrs. Dorothy Jackson, Project Secretary

Mrs. Shirley Sherman, Secretary - Part-Time

Local Advisory Board

Newark

Name	Representing
Mrs. Alice Shapiro	Rutgers - Newark
Mrs. Doris Baiocchi	Newark City Health Department
Gregory Clark	Bureau of Children's Services
Mrs. Florence Foster	Department of Education, Trenton
Catherine Gardiner	Newark Day Center
Dr. Mildred Groder	Follow-thru Program, Newark
Richard Haley	Mount Carmel Guild, Newark
Edward Kirk	United Community Fund
Leo Nover	Chr-Ill, Montclair
Michael Cabot	Newark Board of Education
Thomas Purvis	United Community Corporation
Mrs. Bernice Shepard	North Jersey Community Union
Kenneth Sieben	Essex County College
Hilda Siegel	Essex County Welfare Board
Ralph Sims	Comm. Action Program, East Orange
William Twyman	Fuld Neighborhood House
Mrs. Mary Willis	Springfield Ave. Comm. School
Mrs. Suzanne Zimmer	Comm. Day Nursery, East
Mrs. Barbara Gibson	Newark Day Center - Parent

NEWARK

A Description

The training project in Newark was conducted through the auspices of Rutgers University, Graduate School of Social Work and the program held at the Newark Campus and the Newark Day Center Demonstration Class.

Curriculum material is included in the chapter on curriculum. Essentially there were two cycles of 12 weeks of training. Two days a week were spent in classes, small group sessions, workshops, film presentations and the like and three days a week was spent at a local child care agency for supervised practicum. A total of 16 child care or child welfare agencies were used as practicum sites.

Highlights of the Newark Experience

Rutgers was the only school that enrolled underemployed trainees, having started with 21 and graduating 20. All of the such graduates were expected to receive, or had already received salary increments as a result of training, several had received promotions. This group did demonstrate the possibility of moving up a career ladder.

Job Placement

In addition to the use of the local Advisory Committee to help with job development, Rutgers was quite imaginative in restructuring its training program in order to give more specific assistance to the trainees. Thus, included in the second session were discussions centering on such areas as: identification of potential employer agencies in the Newark area, job application procedures, writing letters of application, preparation of a personal resume, dressing for an interview, behavior during an interview, the kinds of questions to be dealt with, interpretation of the interviewer's expectations, employer expectations, asking job related questions, trainee reactions and expectations, career ladder possibilities, educational services for further training, staff relationships and related questions. There was further sensitization concerning complexities of getting and holding a job, racial attitudes and possible problems and methods of coping with situations that might be encountered.

Techniques used included: group discussions, brief talks by staff followed by discussion; the use of printed material -- including pamphlets and application forms; role play of interview situations; telephone calls for appointments and individual counseling.

A Training Related Positive

A peer group support was built up among the trainees. There was also a great deal of interest generated by attending classes at a university campus. This helped create an interest in the possibility of further education. It was reported to us that 15 of the trainees were now enrolled in Essex County Community College in a three credit course in early childhood development for the fall term.

Trainee Participation

A Trainee Advisory Committee was formed with its major function being that of program evaluation and planning for graduation. Trainees had an opportunity to discuss their reactions to the content of the course and to modify program as necessary.

Program Impact

The school reported that its trainees were experiencing changes in attitude and life style. There was increased pride in being a member of the group, increased courage to speak up before a group and to participate to a greater degree of confidence about the individual herself or her parental role or job possibilities.

Results of Training and Placement

The accompanying charts indicate the results of training and placement through the efforts of the Graduate School of Social Work at Rutgers - The State University of New Jersey.

Table 16 indicates that there were a total of 131 enrollees who remained for at least one week of training. All but one were female. There were a total of 103 graduates (all female) or a retention rate of 79 percent.

It is significant to note that for the first cycle there was a retention rate of 87 percent which declined to 70 percent for the second cycle. This marked difference is attributable to differences in the selection process or recruitment of the trainees. In the first cycle the staff was able to recruit trainees and the relationship with the local employment services was described as excellent. The retention rate for that cycle was higher than the average for the entire project. However, in the second cycle the school staff was not permitted to participate in the selection process to the same extent until after the beginning of training. It is recommended and strongly urged that in any subsequent project the personnel at the training centers be given the right to help select trainees and they do so largely on the basis of the motivation and interest of the trainees.

The discrepancy between the two cycles, as described above, is made more visible in Table 17, which is an analysis of the number of graduates and dropouts who had been receiving public assistance at the beginning of their training. While 88 percent of the trainees remained through graduation in Cycle I, only 59 percent did so in Cycle II.

Table 18 is a report of the placement experience of the 103 graduates, of the dropouts and of graduates who had initially been on public assistance.

Of the 103 graduates, 67 percent have obtained child care positions, 8 others accepting other jobs. Thus 77 (or 75 percent) of the graduates did obtain full or part-time employment since graduation; 14 were continuing to seek employment. Of the 28 who dropped out, 3 obtained employment and 1 is seeking a position, a total of 80 jobs found during the course of training. It should be noted, however, that in Cycle I there were a total of 20 underemployed child care workers, each of whom is to receive a salary increment, many of whom have already received upgrading.

Table 19 indicates that of the 24 graduates who had been receiving public assistance, 19 (79 percent) obtained employment, three were seeking jobs.

It should be further noted that six of the graduates are scheduled to take additional advanced training, two of the six are currently employed, four others are awaiting the training.

Table 20 indicates the child care worker jobs and salary information for those trainees about whom we have sufficient data. Thus, of 64 child care workers it was learned that the average salary was $4353 per year. For the 16 public assistance clients who graduated from the program the average salary was $4396. For underemployed child care workers who graduated from the program the average salary was $4435.

Composite TABLE V -- Job Titles-Training Related Jobs -- indicates the number of individuals who accepted employment and their designated job titles. The preponderance of the training and jobs in Newark were related to day care services.

Composite TABLE VI indicates the major reasons for termination given for the 28 respondents in Newark. The most important reasons listed were poor attendance and loss of interest. Two of the other significant reasons listed were: illness of the trainee and care for family. In future projects it will be necessary to attempt to determine the degree of interest and life situation in terms of health and family situation or to arrange for even heavier involvement of counseling personnel.

Problems

1. SELECTION PROCESS - As had been referred to above there was some difficulty around the selection of trainees. This should be avoided in the future programming.

2. JOB GUARANTEES - As is true of other training centers the difficulty if not impossibility of developing job guarantees posed a serious problem. State institutions would not guarantee jobs, although they had openings for which trainees were prepared. Trainees were unable, however, to accept positions which involved a great deal of travel and high carfare.

Table 16

Newark

Class	Total Enrollees	Graduates No.	Graduates %	Dropouts No.	Dropouts %
Cycle I	67	58	87%	9	13%
Cycle II	64	45	70%	19	30%
Both Cycles Combined	131	103	79%	28	21%

Table 17

Class	Total Enrollees on Public Assistance	Graduates No.	Graduates %	Dropouts No.	Dropouts %
Cycle I	16	14	88%	2	12%
Cycle II	17	10	59%	7	41%
Both Cycles Combined	33	24	73%	9	27%

Table 18

Newark

Class	No. of Graduates	Employed Full- or Part-Time at Some Time from Graduation to 10/31/69						Not Employed Since Graduation					
		Child Care Job		Other Jobs		Total Jobs		Seeking Job		Out of Job Market		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cycle I	58	42	72%	3	5%	45	78%	2	3%	7	12%	4	7%
Cycle II	45	27	60%	5	11%	32	71%	12	26%	1	2%		
Both Cycles - Sub-Total	103	69	67%	8	8%	77	75%	14	14%	8	8%	4	4%
	No. of Dropouts												
Cycle I	9			1	11%	1	11%					8	89%
Cycle II	19			2	11%	2	11%	1	5%	2	11%	14	74%
Both Cycles - Sub-Total	28			3	11%	3	11%	1	4%	2	7%	22	79%
Total	131	69		11		80		15		10		26	

Table 19

Newark

Class	Graduates From Public Assistance	Employed Full- or Part-Time at Some Time from Graduation to 10/31/69						Not Employed Since Graduation				
		Child Care Job		Other Jobs		Total Jobs		Seeking Job		Out of Job Market		Unkno
		No.	%	No.	%	No.	%	No.	%	No.	%	No.
Cycle I	14	11	79%	1	7%	12	86%					2
Cycle II	10	5	50%	2	20%	7	70%	3	30%			
Both Cycles - Total	24	16	67%	3	13%	19	79%	3	13%			2

Graduates Taking additional Training					
6	2	33%		4	67%

Table 20

Newark - Salaries

	Number on Whose Salary Data is Based	Salary Range	Mean Salary
Child Care Jobs	61	$3120 - $6427	$4432
Other Jobs			
Graduates From Public Assistance: Child Care Jobs	16		$4396
"Underemployed" Child Care Jobs	20	$3120 - $6017	$4435

3. TRAINING STIPENDS - The majority of the trainees found it difficult to live on the training allowance of $45 to $50 a week. The $5.00 per week per dependent was inadequate to pay for babysitting services when small children required care.

4. TRAINING PERIOD - It was believed that the 12 week training sessions were too short and that extension to at least 16 to 20 weeks would be desirable.

5. COUNSELING SERVICES - One of the essential ingredients built into the training project staff was that of counseling service. Problems identified by the Rutgers project were related to:

a. Job Readiness - Many trainees were seeking their first job, were inexperienced in these matters, needed help in the mechanics and attitudes.

b. Welfare Problems - Trainees referred by departments of public welfare were fearful of losing certain benefits. A positive relationship was established between the Essex County Welfare Department and the training project to clarify these issues.

c. Marital Problems - Some trainees required help when they were having serious marital difficulties.

d. Child Rearing Problems - Some of the trainees had difficulty in finding appropriate day care and after school services for their youngsters. Some trainees were having problems with their children in school and behavior problems arising when the mothers were absent for their own training. This required establishing contacts with the school social workers for the children.

e. Education Problems - A large portion of the trainees were high school dropouts. Many trainees did enroll in adult basic education courses to bring their academic standing up to a point where they would be able to take the high school equivalency examination.

f. Attitudes - Many feelings of the trainees or attitudes had to be dealt with in order to help assure progress, included were such topics: feelings of isolation or defeat or despair, lack of a sense of accomplishment, attitude about appearance, about punctuality, etc.

g. Other - Counseling Areas - Trainees became more confident about the handling of their own children and had more insight in general.

Trainees were helped to involve themselves in community activities and in the larger world around them.

Strong feelings in regard to race relations had to emerge and to be dealt with to enable the trainees to function.

After Training and Placement

This project was convinced of the need to provide follow-up service for the trainees to help them to make the transition from school to job and to stand by them during the period of adjustment. Additional time was allowed for job development and placement. Counseling should continue for several months following placement. Rutgers did succeed admirably in this regard. We were advised, for example that Rutgers succeeded in filling 7 additional positions in November 1969.

Practicum Placements

Practicum Placements were used as follows:

Avon Day Care Center	8
Burke Memorial	1
Cerebral Palsy	3
Community Day Nursery	8
East Orange Co-Op Nursery	6
Essex County Children's Shelter	3
Friendly Neighborhood House	1
Newark Day Center	20
Newark Board of Education	
- Follow-thru	4
Newark Pre-School	15
North End Day Nursery	2
Springfield Avenue Community School	16
Suburban Co-Op, Orange	8
Union Baptist Day Nursery	2
Valley Settlement	5
Woodbridge State School	1

Staff and Faculty

New York

Dr. Paul Schrieber, Dean - Project Director

Dr. Irving Weisman, Ass't. Dean - Project Director

Mrs. Marian Seifert, Project Coordinator - Instructor

Mrs. Anita Lee, Program Director

Mrs. Margaret Austin, Group Leader

Miss Willa Gelber, Group Leader

Mrs. Carmen Banton, Tutorial Specialist

Mrs. Bernice Putterman, Counselor

Charles Sanders, Counselor

Miss Hazel Osborn, Special Child Care Consultant

Mrs. Lillian C. Lampkin, Curricuium Consultant

Dr. Diana Tendler, Curriculum Consultant

NEW YORK

A Description

The training project in New York City was conducted through the auspices of the Hunter College Graduate School of Social Work, Division of the System of the City Colleges of New York. This city with a population of eight million had a total of more than 100 child care agencies, 21 of which were members of the Child Welfare League of America.

In many ways the New York City experience was atypical as compared with the other participating communities. This was due to a variety of factors, some of which were as follows:

Some staff changes within local project staff, including: replacement of the Project Director, Miss Nelly Peissachowitz by Mrs. Anita Lee who joined the project as Program Director, Mrs. Marion Seifert remained Project Coordinator;

a greater fragmentation of the responsibilities than was true in most of the other communities;

a most disruptive student strike, which affected the entire school including the project.

The inability of the public agency, where it was hoped many positions would be obtained, to offer such jobs;

a serious day care center strike, which affected both employment and the trainees and workers in need of child care arrangements for their youngsters;

serious delays in obtaining training allowances for the trainees and inadequate amounts when they were obtained; and,

finally greater attentiveness to curriculum and training than to more aggressive job placement efforts.

Despite these comments there were several most commendable aspects in the New York City experience. For example, the school had a relatively high rate of graduates -- 75 percent (that is 78) of 104 enrollees. The high proportion of the enrollees were public assistance clients -- 45 -- of which 39 were graduated. This is all the more impressive when one takes into account the allegation by a local project staff member that some of the trainees were under pressure or compulsion by their welfare department workers to participate in the program. This is difficult to verify, but had been offered as an explanation by that school as to why some of the trainees following the program did not secure employment.

Local Advisory Board
New York

Name	Representing
Dr. Jack Adler	Jewish Child Care Association
Mrs. Evelina Antonetti	United Bronx Parents
Elizabeth C. Beine	Bureau of Child Welfare
William Bennington	St. Christopher's School
James Callison	Social and Rehabilitation Service
Manuel Diaz	New York City Manpower and Career Development Agency
James Fogerty	Community Council of Greater New York
Mrs. Sarah Farley	Two Bridges Neighborhood Association
Eleanor Gorham	N.Y. State Employment Services
John Keppler	Federation of Protestant Welfare Agencies
Otis King	Beekman Community Center
Martin Morgenstein	Social Service Employees Union
John Murphy	Children's Center
Peter Rocco	Diocese of Brooklyn
Mary Sydnor	Children's Center
Senator William C. Thompson	N.Y. State Senate

Hunter College had a larger number of male trainees and included Puerto Ricans in the trainee group for whom job placements were sometimes quite difficult in the New York area, partly because of language problems.

Because of continued efforts to clarify data obtained from the school, the material is dealt with somewhat differently in present report. More precise depiction will appear in the research phase of the report. Thus, for example, although the text here will show a total of 62 jobs, the composite chart will list only 53. The discrepancy is attributable to the fact that verification has not been obtained in regard to some of the positions that were listed originally.

Highlights of the Hunter College Experience

The local project staff reported that much of their initial effort went into developing curriculum and job training locations, as well as attempts to complete arrangements for the MDTA allowances with the New York State Employment Services. The latter task was not completed unitl late December 1969, having been begun on October 15, 1969. Throughout the material from that school comments concerning difficulties with both the actual amounts of trainee stipends and the slowness of the process, "In the first cycle more than 50 percent of the group had not received allowances by the end of the fourth week of training and this factor was the major cause of dropouts." Through improved procedures this problem was considerably reduced in the second cycle but still several individuals did not obtain their allowance checks prior to the end of the third week of training. This was reported to have been a large factor in absenteeism as some trainees had insufficient funds for transportation.

Recruitment

The trainees were recruited primarily through community agencies including employment centers, neighborhood store front centers, department of social services. The problem that arose in New York was that of the restriction in stipends, whereby female trainees whose husbands were employed for more than 20 hours were considered ineligible for training allowances. Because the trainees had problems not only around finances, considerable individual and group counseling was offered. Some of the group counseling sessions focused on such topics as the "World of Work" including meaning of work, supervision, authority, the role of the worker, physical appearance on the job, administrative structure of agencies and the like. In addition to formal sessions provided by counseling staff each instructional staff member held regular conferences with assigned trainees.

The initial curriculum material offered by Hunter College required somewhat extensive consultation through the Child Welfare League staff and curriculum consultant, in whose opinions the original material was inadequately geared to the needs of this particular group of trainees. The training material was modified so as to include large and small group discussions, field trips, films, guest speakers, panels, simulated experience and role playing.

The school reported, as was true of other communities, that the practicum placements were the high point for the trainees. Many agencies offered jobs to the trainees who had been in placement with them. A partial listing of on-the-job training agencies is listed below:

Divine Providence Foundation, New York City
St. Barnabas House, New York City
St. Christopher's School, Dobbs Ferry, New York
Bethlehem Lutheran Children's Center, Staten Island, New York
Lt. Joseph P. Kennedy Home, Bronx, New York
St. Joseph's Hall, Brooklyn, New York
Frederick Douglass Children's Center, New York City
University Settlement, New York City
The Emerson School, New York City
Manhattanville Day Center, New York City
Hamilton-Madison Day Care Center, New York City
St. Vincent's Hall, Brooklyn, New York
St. John's Home for Boys, Rockaway Park, New York

Results of Training and Placement

The composite TABLES II, III, V and VI show the New York City picture as follows: There were 104 enrollees who remained more than one week, of which number 89 were female, 15 male. There were a total of 78 graduates, 68 female, 10 male or a 75 percent retention rate. Here it should be noted that in Cycle I there were a total of 35 enrollees, 28 female, 7 males, of which number 27 were graduates (21 female, 6 male), whereas in the second cycle there were 69 enrollees, (61 women, 8 men) of which number 51 were graduated (47 were women, 4 men). The training material is quite valid in regard to the above, but is less clear concerning employment. The most recent complete information available to project staff is used in the composite charts. The local project at Hunter has been asked to obtain and submit whatever more up-to-date information it does have.

Summary

Although in many ways the New York City experience was atypical and would cast more doubts as to the value of utilizing graduate schools of social work for a specific nature of such a project, it would appear due to the counter-balancing experiences at Rutgers that the problems are more in regard to the administration of this program rather than to the facility itself. In any event despite the numerous obstacles, excellent training was provided, which should have prepared the individuals both for employment and for a greater sense of accomplishment.

VIII. THE CURRICULUM

A. Materials of Curriculum Consultation

1. Introduction

As indicated in the original proposal:

"The CWLA will not impose a mandatory training curriculum. Instead, it will seek to help develop a variety of programs. However, it will offer guidelines for training, including what it shall determine to be required basic or generic training ingredients...."

Dr. John Gabriel, of the Fordham School of Social Work, served as Curriculum Consultant.

A. Development of Curriculum Guidelines (Appendix L)

The selected curriculum guidelines stressed the need for GROUP factors among trainees, for use by them with children and in classroom training. It included the use of group techniques and understanding of sub-cultural group differences.

These were stressed, based on experience in many training programs for people in human services, that the service requires that workers deal with children in groups. This kind of training too rarely focuses upon group. Instead, curriculum materials and techniques appropriate for understanding and working with one person at a time are often used. This is true in literature of social work, psychology and child development.

2. Trainees Program Evaluation Questionnaire and Tally

A memorandum (Appendix M) was distributed which gave trainees the opportunity to evaluate (anonymously) their participation in the training program. The form would cover both methods of training, training staff, content and general reactions. A draft of this questionnaire had been field-tested with a small group of sub-cultural and educational backgrounds similar to that of the trainees to assure clarity of wording. The Trainees Program Evaluation questionnaires (Appendix N) were distributed to participants with instructions for their use. The Tally Sheet (Appendix O) and instructions to be used for accumulating the results were distributed. A follow-up memorandum was issued, clarifying some questions as to distribution, use, and interpretation of these data.

3. Interim Guidelines Related to Curriculum

In December 1968, a memorandum (Appendix P) was distributed which covered (1) Use of Trainees from Cycle I in Orientation Sessions in Cycle II Sessions, (2) Follow-up of trainee Drop-Outs, and (3) Inclusion of Readings in Curriculum Outlines and Availability of Reading Materials. These guidelines were the results of correspondence, reviews of submitted curriculum materials, and meetings with personnel from two of the sub-contract projects.

4. Training Curriculum Outlines

Later in December 1968, a Training Curriculum Outline (Appendix Q) with instructions, was distributed. This was to be the primary instrument for use by the schools in submitting their materials to the League. The outline covered the following points: (1) Week of Training, (2) Dates of Cycle (3) Training Phase, (4) Training Topics and Readings, (5) Number of Hours, (6) Concurrent Field Work Hours (Yes or No) and Number of Field Work Hours. Although the responses received were not uniform, nor always complete, they did help convey material for future use.

5. Curriculum Guidelines - A Field Experience Assignment as Part of Training Program Curriculum.

Review of submitted materials and consultations with the schools showed that there was a need for a rather extensive set of guidelines for integrating the field experience (practicum) within total curriculum. As a result, a memorandum (Appendix R) distributed on January 3, 1969 covered the following areas: (1) Criteria for Selecting Agencies for Field Experience, (2) Criteria for Evaluating Progress During On-Going Field Experience, and (3) Criteria for Evaluating Field Experience Component of the Training Program at Completion of Cycle.

6. Final Curriculum Memorandum

On June 6, 1969, following the review meeting with sub-contractor project staff, a memorandum stressing the need for submission of Trainees Program Questionnaires, Curriculum Outlines and special approaches, etc., reported in the June meeting was distributed (Appendix S).

B. Consultative Activities in Curriculum Consultation

These activities were conducted via three main devices, (A) Direct consultation with sub-contractor personnel, either on site or at the League offices, (B) by mail or phone, and (C) via participation in the two general meetings held near the beginning and end of the Project.

1. Direct Consultation with Sub-Contractor Personnel

Due to budgetary limitations, on-site consultation with individual sub-contractor project staffs occurred only in the case of the two projects located closest to the League offices. These were held at the request of sub-contractor and concerned curriculum implementation at the start of each of these programs.

2. Mail and Telephone Contacts

Correspondence was conducted by curriculum consultant with all sub-contractor projects, responding to direct questions of a specific nature, review of drafts related to curriculum materials, and responses to such review in which the consultant initiated communication based on his review. Extensive phone contacts were held at the initiation phase of the Project.

3. Participation in Two General Meetings: September 20, 1968 and June 1969

Consultant discussed curriculum matters and was available for contacts with sub-contract personnel.

C. Summary of Curriculum Phasing and Content

1. Introduction

The Training Curriculum Outline, distributed to all participants was designed: (1) to afford participants the opportunity to order their material for presentation to training staff and trainees in a manageable, consistent fashion, and (2) to report to Curriculum Consultant in a consistent fashion in order to enable CWLA staff to report on curriculum in a unified manner, and to allow for some cross-projects comparisons. The latter is not completely possible, since only two of the participating projects came close to utilizing this outline; the remainder did not include information related to the items in materials they submitted. This imposes a serious limitation, both in constructing this report, and more importantly, the ability to make such comparisons and in developing a variety of models of curriculum which were used in the Project.

A. Length of Class and Field Training - (Please See Chapter III, Table I.)

The seven sites, (5 sub-contractors) represent a spectrum of sponsorship, including community college, liberal arts college and graduate schools of social work. There are obvious differences in experience related to the effectiveness of the length of training. With the exception of the Cleveland College experience, (where funds outside the Project grant were used to extend the training period for 8 weeks beyond the 12 week period) informal discussions have indicated that the scheduling of a training program of shorter duration within a college or university that functions on a longer semester basis introduces scheduling and staffing problems. These unnecessarily complicate training project operations. It is not possible to indicate whether or not a time period of more than 12 weeks would lead to greater effectiveness of training. More time in which to do training is not necessarily related to greater effectiveness. However, each sponsor urged a training period of at least 16 or 20 weeks.

2. Ratios and Phasing of Class/Field Curriculum

As Table VII indicates, the only point of conformance among projects is that in the Orientation Phase (I), no field placement was planned, although material indicates that field visits did take place. The length of this phase ranged from 2 to 4 weeks. In Phase II-or Mid-Phase, which coincided with the introduction of trainees into field placement, it is evident that Phase II, in which trainees were in practicum placement, was generally projected for 8 weeks. Phase III, or the Ending Phase, with the exception of Cleveland College, again shows an average of 2 weeks.

3. Pedagogic Methods Employed

Most projects made a concerted effort to deal with trainees in small sub-groups wherever possible. Cleveland went so far as providing "sensitivity training" which in part seems to have back-fired. One must raise the most serious questions about utilizing graduate students in a project as close and as sensitive to community involvement as this one was.

It is not possible to tell from material what the nature of use of the lecture method was, but it is evident that extensive use was made of films, some tapes, some role play and guest speakers. In the case of Hunter, use of guest lecturers seems to have been overdone but this can only be inferred from material, and was not part of the evaluation submitted by trainees.

4. Topics Presented in Class Curriculum and Their Sequence.

From submitted materials for each project were extracted and summarized as presented the following topics. Any changes that may have been made in the conduct of training are thus not reflected. The differences in topics reported also do not facilitate comparison.

Table VII

Ratios and Phasing of Class/Field Curriculum

Sub-Contractor	Phase (2)	Week	Total Weeks	Mon.	Tues.	Wed.	Thurs.	Fri.	Total C Days	Total F Days
1. Baltimore-City College										
2. Baltimore-Essex C.C.										
3. Chicago C.C.	I	1,2,3,4	4	C	C	C	C	C	5	0
4. Cleveland C.C.		1,2	2	C	C	C	C	C	5	0
5. Hunter Coll.Schl.S.W.		1,2,3	3	C	C	C	C	C	5	0
6. Rutgers U. Schl.S.W.		1,2	2	C	C	C	C	C	5	0
1. Baltimore-City College										
2. Baltimore-Essex C.C.										
3. Chicago C.C. (1)	II	5 -12	8	C	C	C/F	F	F	$2\frac{1}{2}$	$2\frac{1}{2}$
4. Cleveland C.C.		3rd	1	F	C	C	C	C	4	1
" "		4 - 11	8	F	F	C	C	C	3	2
5. Hunter Coll.Schl.S.W.		4 - 10	7	C	F	F	F	C	2	3
6. Rutgers U. Schl.S.W.		3 - 10	8	F	F	F	C	C	2	3
1. Baltimore-City College										
2. Baltimore-Essex C.C.										
3. Chicago C.C.	III		SEE		ABOVE					
4. Cleveland College		11 - 15	5	F	F	F	C	C	2	3
" "		16 - 19	4	F	F	F	F	C	1	4
" "		20th	1	F	F	F/C	C	C	$2\frac{1}{2}$	$2\frac{1}{2}$
5. Hunter Coll.Schl.S.W.		11 - 12	2	C	C	C	C	C	5	0
6. Rutgers U.Schl. S.W.		11 - 12	2	C	C	C	C	C	5	0

Key: C=Class on Campus F=Field Work at Agency (1) Actual days of the week of C & F not reported

(2) In general, I refers to orientation-Phase II refers to training mid-phase coincidental with start of field work, and III refers to the ending phase

Unfortunately, no uniform phasing was adopted

CHICAGO

1. Child Growth and Development
   a) Normal physical, intellectual, emotional and social development
   b) Autonomy
   c) Discipline

2. Observation and Recording

3. Self-Understanding
   a) Basic Human Needs
   b) General Drives
   c) Motivation
   d) Personality Theory
   e) Adjustment Problems
   f) Defense Mechanisms
   g) Psychopathology

4. Techniques in Child Care
   a) The Group
   b) Group Process
   c) Discipline
   d) The Child Care Worker with the Individual Child
   e) Self-Awareness and Relationships
   f) The Child Care Worker and the Group
   g) Routines, Schedules and Regulations
   h) Techniques and Skills
   i) Dysfunctional Behaviors of Child Care Workers

5. Nutrition and Health
   a) Introduction to Basic Nutrition
   b) Essential Nutrients
   c) Vitamins
   d) Proteins
   e) Meal Planning
   f) Cultural Influences
   g) Children's Food Habits
   h) Physical Care of Children
   i) Childhood Diseases
   j) Accidents and First Aid

6. Activity Program Training
   a) Orientation to Play Activities
   b) Functions of Games
   c) Songs and Singing
   d) Party Preparation and Conduct
   e) Activities for Handicapped Children
   f) Leadership
   g) Feeling Expression in Play
   h) Art as Non-Verbal Communication
   i) Use of Resource Materials

7. Child Care Services
   a) The Behavioral Sciences and Child Care
   b) Changes in Approaches to Child Care
   c) The Child Care Worker and the Process of Change
   d) General Perspective in Child Welfare Services
   e) Underlying Principles of Child Care Services
   f) Role of the Child Care Worker and Aide
   g) The Child Care Worker and the Community
   h) Observation and Recording
   i) Evaluating Your Role in Child Care Work

8. The Exceptional Child
   a) Overview-Exceptional and Handicapped Children
   b) Mental Retardation
   c) The Neurologically Impaired Child
   d) The Emotionally Disturbed Child

(SEE COURSE PHASING CHARGE FOR CHICAGO - PAGE 93)

CLEVELAND

1. Orientation-Lecture
2. Psychology-Introduction to Testing and Research
3. Observation Techniques
4. The 3 R's
5. Sensitivity Training
6. Child Growth and Development
7. First Aid
8. Creative Activity Workshop
9. Speech

CLEVELAND (Con't)

10. English
11. Home Nursing
12. The Exceptional Child
13. Nutrition
14. Role of the Child Care Worker in Residential Care of Children
15. Negro History
16. Consumer Needs

HUNTER

1. Child Care Work in Institutions
2. Music, Arts, and Crafts Workshop - Adolescents
3. Children with Problems - a) Black Family under pressure,
   b) Role of the Family
   c) The Institution and Child Care Worker
4. Poverty and Minority Group Life in America
5. Life in Institutions for Children
6. Puerto Rican Life Styles
7. The World of Work
8. Effects of Separation
9. The Child in a Racist World
10. Working with Adolescents in Groups
11. Institutionalized Children with Special Needs
12. Children Without Mothers
13. Social Action and the Child Care Worker
14. The Healthy Child-Mental and Physical Aspects

RUTGERS

1. Child Development
2. Role of the Adult
3. Role of the Group
4. Infant Stimulation
5. Enrichment
6. Stress in the Home
7. Group Day Care
8. Institutional Care
9. Recording and Observing
10. Communication
11. Family Life-Comparative
12. Classroom Problems
13. The Learning Environment
14. Music, Arts and Crafts Skills
15. Communication
16. Language Development
17. Creative Activities
18. Science and Math
19. Reading and Teaching Techniques
20. Nutrition and Health
21. Current Cultural Trends
22. Perception
23. Feeling and Learning
24. Sex Education

CITY COLLEGE OF BALTIMORE and ESSEX COMMUNITY COLLEGE

1. Home and Family Background for Child Growth & Development
2. The Beginning of Life Within the Family
3. Needs of Infants
4. Infants Learning Patterns
5. Pre-School Years
6. Children's Living Patterns
7. The School Years
8. Middle Childhood
9. Adolescence
10. Problems of Working Mothers
11. Assessing Need for Child Care Services
12. Differential Uses of Child Care Services
13. Health Programs in Child Care
14. Emotional and Mental Illness
15. Cultural Differences in Families
16. Mental Deficiency and Retardation

5. Interpretation of Curriculum Topic Comparisons (Table IX)

Caution must be exercised in interpreting this chart. It is based upon a content analysis of topics listed in materials submitted. With the exception of Chicago materials, none were submitted precisely enough to clearly ascertain the actual extent of time devoted to each topic. Further, it cannot be determined why some topics were dealt with more extensively than others. It also cannot be assumed that simply because a topic was not listed it was not considered, at some time or other. In the individual listings of topics however, one can gain a picture of the order in which materials were considered. This, as well as concentration on the several topics varied widely.

Not evident but inferred from submitted material and from the two meetings with all Project personnel, is that the variable which seemed to determine whether child development or personality theory was emphasized, was the nature of training and experience of Project staff. For example, in Hunter's program heavy stress was placed both on institutional child-care work and on adolescents--this despite the fact that half of the 13 placements utilized involved trainees in work not related to 24 hour care, and two placements were in day-care centers, not serving teenagers. Some of the topics contained in materials appear somewhat remote from the tasks for which child care personnel were training, e.g., various methods of psychometrics, (Chicago) techniques of communication and social action, (Hunter) etc.

Table VIII

Sub-Contractor: Chicago City College,
Human Services Institute

COURSE PHASING / COURSE TITLES	TRAINING WEEK 1 2 3 4 5 6 7 8 9 10 11 12
I. Child Growth & Development	
II. Observing & Recording	
III. Self-Understanding	
IV. Techniques in Child Care	
V. Nutrition & Health	
VI. Activity Program Training	
VII. Child Care Services	
VIII. The Exceptional Child	

Table IX

Curricula Topic Comparisons

TOPICS	BALTIMORE C.C.	BALTIMORE ESSEX C.C.	CHICAGO C.C.	CLEVELAND COLLEGE	HUNTER COL.SCHL. S.W.	RUTGERS U. SCHL.S.W.
Child Development	X	X	X	X	X	X
Observation & Recording			X	X	X	X
Self-Understanding			X		X	
Child Care Techniques	X		X	X	X	X
Nutrition & Health	X	X	X	X		X
Group Process			X			X
Cultural Factors & Influences	X		X	X	X	X
Arts & Crafts Skills	X	X	X	X	X	X
The Atypical Child			X	X	X	
The Three R's	X	X		X		X
Home Nursing & First Aid				X		
Consumer Needs				X		
Sex Education						X

On the positive side, all programs seem to have concentrated upon technique learning, skills and child development. Some programs also incorporated materials distributed early in the Project, emphasizing the need to train in group process and stressing differential cultural factors and influences.

D. Trainees' Program Evaluations - Summary

The Project's reports related to curriculum phasing once more, impose some important limitations on our ability in this section to properly interpret these data. Furthermore, since projects did not report changes that may have been instituted between cycles, discussion can only indicate that a shift in trainees' response which seems to have occurred, but not why this is so.

The accompanying material, derived from a summary of trainee program evaluations, indicates the results of the analysis of all submitted forms. Interpretations given will focus upon inter-cycle, intra-and inter-project variations.

PART I - Class Work

1. Group Discussions and Field Work

There was universally positive response in seeing group discussion content and field work as related. Only Cleveland's experience seems to indicate a less positive response.

2. Lectures and Field Work

A similar pattern is observable in this item, with Cleveland again experiencing a lower evaluation. The most dramatic change between cycles occurred in the Chicago experience.

3. Readings and Field Work

The generally positive inter-project response decreased on this question. Hunter, however, shows a positive swing upward from Cycle I to II. A check with that Project revealed that trainees read more in Cycle II and there were more children's books available in the second cycle. Also, a change in staff occurred in that Project. It is conjecture as to what stimulated more positive response. Only Rutgers experiences a more positive response between cycles on this item.

In the others, the results were reversed, i.e., Cycle I trainees were more positive about readings as related to field work. Thus, staffs' greater experience by the time they reached Cycle II cannot be considered as the significant variable.

4. Understanding the Lectures

In the cases of Hunter, Chicago, and Cleveland, ease of understanding lectures decreased between cycles--in Chicago's situation, greatly so. In Hunter's case this may be attributable to a reported change in lecturers. Absence of similar data from other projects does not allow for a clearer interpretation. It does seem safe to say however, that there was evidently no consistent effort among projects to test out effectiveness in order to improve operations between cycles. Further, it was not borne out that "experience is the best teacher," at least insofar as trainees' estimates of their experience was concerned.

5. Evaluation of Instructors Understanding of Trainees and the Child Population to be Served

In general, reactions here were positive. In the case of inter-cycle changes, Chicago and Cleveland showed rather dramatic shifts downward between Cycles. In Chicago, this shift related to instructor's inability to understand the practical help needed by trainees. In Cleveland, an even stronger shift can be noted between cycles, with instructors reported as not understanding the kind of life of the child population that trainees worked with.

Part II -Orientation and Visits

One of the factors considered in a training program conducted by and within traditional institutions of higher learning for persons of limited educational experience, concerns the ways in which trainees would first be introduced to this new experience. Related to this is the matter of the length of time involved between the start of training and the trainees' introduction to the agencies where they would practice what is taught, a range of 2 to 4 weeks depending upon the project.

6. Time Lapse From Start to Placement Date

With the exception of Chicago's and Cleveland's Cycle II trainees responses, there was no indication that this period was too long. And since Chicago's "waiting" period (4 weeks) was twice that of Cleveland's, little can be inferred from this response.

In considering inter-cycle differences by Projects, the only significant change seems to have occurred in Cleveland, where none of the 41 trainees in Cycle I felt it was too long a period (2 weeks), while in Cycle II the figure rose to 26% of 30 trainees feeling that this period was too long.

7. Agency Visits and Orientation

With the exception of Hunter's Cycle I experience, trainees seemed to feel that agency visits were helpful. Unfortunately, neither the frequency nor content of these visits were fully reported by participating projects.

In considering inter-cycle shifts, Hunter, Chicago and Cleveland showed the most dramatic changes. Some alteration in the selections, timing and/or content of these visits may have occurred to account for so much greater positive response in the second cycle of Hunter. In contrast, Chicago's and Cleveland's decline is also noteworthy.

8. Significance of Field Experience (en toto)

With the exception of Hunter's Cycle I, inter-Project comparisons were generally positive, but showing an unusually wide scatter--extending from a lower rating in Cleveland's Cycle I to a high for Essex Community College.

9. Field-Class Curriculum Conformance

In an inter-cycle comparison among Projects however, only Rutgers shows a considerable percentage point increase in this item, i.e., trainees in Cycle II felt greater class-field curriculum conformance. Interestingly, Hunter, Chicago, and Cleveland all showed a downward (i.e., more negative) responses. This is most dramatic in the responses from Cleveland.

10. Most Helpful Feature of Field Experience

The responses on this item are most difficult to interpret. In part this is due to the fact that the possibilities made available to trainees were so varied. This seems also related to inter-cycle shifts within Projects on this item. In general, responses were most heavily spread over two sub-items--one relating field experience to what was learned in class,--the other the extent to which field experience provided an opportunity to ascertain if trainee actually liked to work with children.

In the instances of Cycle II, responses of Hunter, Rutgers and Cleveland, field experience opportunities to test out trainees' interest of working with children was rated higher than field-class learning conformance.

11. Least Helpful Feature of Field Experience

This item had the highest rate of under response in the returns from trainees in all of the reporting Projects. Trainees resisted giving "negative" responses.

Lack of conformance between field experience and lectures constituted the most often selected reply in Cycle I of Rutgers and Cleveland. Hunter and Chicago, Cycle I responses, indicated that restrictions placed by the field supervisors on their experience was the least helpful aspect of their field work.

Part IV General Evaluation

This section of the questionnaire was designed to give trainees an opportunity to indicate their attitudes and impressions about their entire training experience.

12. 'Would You Recommend the Training Programs to Friends and Family?"

From experience in other training programs involving trainees of similar educational background, it was found helpful to test their feelings about having been involved in such training by testing their readiness to recommend such participation to other people meaningful in their personal lives.

It seems significant, that in comparing the responses to this item, all four projects that submitted reports for both training cycles, showed an increase in the percentage of trainees who would make such a recommendation to their peers or family members. By the end of Cycle II, all projects reported 80% or more would make such recommendation.

The consistency of results on this item, both by internal and external comparison probably constitutes the single most significant, and positive response of trainees.

13. Feeling of Confidence Re: Work at Completion of Training

It seems significant that of the four Projects which submitted evaluations for both cycles, only Rutgers indicates an increase between cycles as far as trainees' estimate of ability to handle any job in child care work is concerned. Yet three of the four show an increase in the number of trainees indicating at least moderate confidence in their ability to do so ("I feel I know more than before I started, but I'm not sure how I will do in a regular job.") Only an insignificant number of respondents, indicated an unreadiness for work. Taking as a whole across Projects, these findings would also indicate a generally positive response.

14. Most Significant Factor of Learning

Since all projects had job preparation and placement built into them, the nature of trainees' estimation of what they had learned seemed important, i.e., was it primarily child care techniques, learning how to "make it" in a training program, or how to get along with work peers. It seems significant that by inspecting both cycles of each project, only Cleveland shows a downward shift between cycles--all others show an increase in the percentage of trainees who selected "learning how to work with other people's children."

15. Response to the Child Welfare League of America Central Office Research Staff Testing

In view of the rather extensive testing involving all trainees at the beginning and end of each training cycle, it was felt helpful to give trainees an opportunity to express their opinions on this experience.

The data would indicate a rather generalized, positive response. The only exceptions to this, or rather one of them -- Hunter's Cycle I, can be explained as being related to the scheduling of orientation and testing amidst early project confusion. This apparently was rectified in subsequent cycles.

General Findings From Trainees Program Evaluations

At the outset of the Project, it was felt important to develop an instrument which would afford trainees an opportunity to evaluate their experience in training programs. Some benefits were thought to accrue to Project personnel, particularly as regards future efforts to design new projects based on this experience.

For one thing, it seems clear that unless learning on the part of training staff between cycles is built in so that experience from the first cycle can be incorporated into subsequent ones, simple additive experience will not at all assure such transfer of learning on the part of training staff. This interpretation is based upon the numerous instances in which there was a decrease in trainees responses between the first and second cycles in areas where one might expect that there would be an increase or improvement. Such a step would mean that time be allotted so that cycles would not overlap or occur with only a week between cycles. Such a time period would allow for both a review of the trainees evaluation at the project sites (which did not occur generally this time)and also allow for incorporating changes which these responses suggest.

In future programs, opportunities for on the spot evaluations by trainees should be included. This was done in two projects, where meetings with trainees were held on a regular basis. This technique does, of course, have the limitation of placing trainees in the position of criticizing the program and instructors while they are still participating in it, nor does it make anonymity possible.

Finally, it could never be determined whether or not projects utilized the suggestion that trainees from the first cycle help orient the second cycle trainee group. This would, along with the other efforts described above, bring more of the experience from one cycle into another.

In the long run, there is evidence that one can utilize evaluations by trainees as an integral part of the learning -- not only on the part of trainees but also of staff.

E. The Child Care Worker Training Project: Recommendations and Their Implications

Introduction

The recommendations summarized below are based upon the sources already detailed in earlier parts of the report and discussions with Child Welfare League of America central project staff as well as the curriculum consultant's experience in areas of curriculum, child welfare and education.

1. Future efforts will need to specify a curriculum model, including guidelines for subcontractors which they would modify as appropriate for their competence and community needs.

   Discussion:

   As a first step this project permitted wide latitude to participating projects to develop curriculum and other aspects of their functioning in order to produce a spectrum of different curriculum models. While this did occur to a limited extent, the degree of freedom also resulted in submissions of materials, many of which could not be compared, or used for generalizing and transferring of experience elsewhere.

2. Future efforts, if they include field experience as an integral part of training, will need to identify specific goals for providing such experience, selection criteria for agencies and supervisors to be utilized, and criteria for evaluation of the trainees experience, as well as of the supervisor and the agency as a training site.

   Discussion:

   The general field of training for human service professions has not yet clearly specified the rationale, goals and evaluative criteria for utilizing field experience as an integral part of curriculum. Yet future projects should address themselves to these issues in order to justify the use of field experience. Further, clear reporting by participating projects in the future on this part of the curriculum is essential.

3. Class and field curriculum needs to reflect the goals of each project, the "core" and "elective" parts of its content, and the occupational positions for which persons are being trained. Local project staff's specialized training and/or professional identifications and pre-elections should not be the determining factors.

Discussion:

There is considerable evidence that subcontractor project staffs professional identifications and formal training were the predominant determinants of what was emphasized in class curriculum; topics which were included (or excluded) in curriculum, and in some cases these preelections were not related either to what was considered as basic curriculum, nor the variety of occupational roles for which trainees were being prepared. For example, Hunter's strong emphasis on learning about the institutionalized adolescent, even though only 50 percent of the used field experience agencies served that population and in that setting; Chicago's heavy emphasis upon child development and psychology, almost to the total exclusion of differential cultural factors; Cleveland's use of graduate students to conduct sensitivity sessions; etc.

4. The community college setting appears to be the most suitable "host" for training which emphasizes rapid movement of its trainees into occupational roles.

Discussion:

There is evidence that the professional schools of social work and the liberal arts college which participated in this project encountered difficulties in developing required curriculum rationale and staffing and implementation strategies needed in a program of comparatively short duration, for persons who, are not qualified for admission to their regular programs. Further, the needed emphasis upon strong and meaningful inter-relationships with other community facilities (e.g., State Employment Service, CEP, etc.) as well as with potential employers, seems quite alien to both graduate and undergraduate facilities.

In contrast, community colleges strength is in large part based and evaluated in terms of their ability to initiate and maintain meaningful relationships in the community and the extent to which its regular graduates find employment.

F. Proposed Curriculum Model - Rationale, Structure and Sequential Phasing

Introduction

This section is an effort to incorporate features of this project related to curriculum. Incomplete submissions by project's participants has not made it possible to analyze all curriculum features. However, it was felt important to include this section in order to provide a starting point for projects to come.

It must be emphasized that the proposed curriculum below assumes acceptance of the four recommedations above.

1. Rationale

The training of personnel for human service occupations in the broad area of child care, assumes the need for an integrated class and field curriculum. The "classroom" aspects of this training further presume that a CORE CURRICULUM can be specified, i.e., there are areas of learning needed by trainees, regardless of the setting or characteristics of the child, and regardless of the specialized nature of the trainee's subsequent work. Additionally, there are areas of learning that are ELECTIVE CURRICULUM in nature, i.e., that take into account both the setting (day care center, nursery, school, institution, etc.) and the specific variables of children under care (age, sex, physical, mental and emotional functioning, etc.). Thus, all exposed trainees are exposed to core curriculum, but only some of the total group are exposed to specialized or elective curriculum, depending upon their abilities, interests, etc.

2. Structure

A. Core Curriculum

a. Cultural and Community Features - Subcultural, social class, political and economic aspects of the community.

b. Persons in Groups - Families, citizens in groups, play and other peer groups, work groups, features of group participation and leadership, natural and formed groups.

c. Physical and Mental Health - Functional descriptions of both (not clinical diagnoses and pathology), knowledge and techniques of evaluation, nutrition and health, first aid.

d. Features of Formal Education - The 3 Rs, education for life (sex, human relations, substance use and abuse, etc.), training for participation (parent-educator-student involvement in school curriculum development and implementation).

e. The Use of Play With Children - Rationale, goals and techniques.

f. Observation and Recording in Work With Children - Rationale, goals and techniques.

g. Child Care Techniques - General features.

Note: Curriculum related to e, f, and g should be concurrent

B. ELECTIVE CURRICULUM

a. Features of Settings Serving Children Living At Home - in pre-school programs; the child supervised to his own home; school-age children's programs.

b. Features of Settings Serving Children in Institutions - (by age groups) - differential uses of institutions for care; common features of institutional life: staff and children's lives in institutions.

c. Child Care Techniques - Specialized features related to children's ages, physical, mental and emotional conditions.

Concluding Comment

It will be noted that "self-understanding" is not considered as a separate topic in the outline above. Consideration of each of the areas listed above will incorporate this aspect as an integral part of each topic. Finally, the above is an outline for a suggested model, requiring extensive elaboration prior to implementation.

IX. Conclusion

A. Major Problems

1. The lack of job openings prior to training constitutes perhaps the most serious defect. In the public agencies this pertains to job freezes and in the voluntary agencies to the lack of sufficient funds early enough to insure employment.

2. Inadequate and delayed training allowances - which make it difficult for hardpressed trainees to remain in the program.

3. Inadequate salaries in some of the social agencies.

4. Inaccessability of some agencies in terms of adequate transportation.

5. Bias in employment practices within some agencies or organizations.

6. Resistance by both professional workers and by unions toward the introduction of para-professionals.

7. Unavailability or limitation of day care facilities for the care of the children of the trainees.

8. Employment practices which make it difficult to accept or retain positions such as: split-shifts, live-in jobs or unusual work hours, such as night time duty, weekends, etc.

9. Health problems and problems related to family adjustment of the trainees.

B. Recommendations

Each of the problems mentioned above has been commented upon within the text of this report. Counter measures were recommended as for example, improved screening of trainees to determine their interest, readiness and ability to participate in the program, with prior understanding of what is involved and what the new career possibilities are. Most important is the need to assure sufficient number of job slots rather than to depend upon turnover of personnel to help create positions for the trainees.

Longer training periods and greater involvement of the placement centers in the training of their own personnel and of the trainees is essential.

It would be extremely important -- in fact urgent -- that in any subsequent project the overall plan provide sufficient funding to enable the coordinating unit, that is the Child Welfare League staff, to visit each of the participating centers more frequently and for a more prolonged period of time. This is intended to help create more uniform administration of the program and to bring to bear within the local community the experience of the central project staff in a facilitative manner.

C. Finances

Although not all of the financial data is as yet available as there are some outstanding bills, it is apparent even at this point that the project will have cost somewhat less than the original projected budget. This is due to a variety of factors, including delays in recruiting staff, that is in staff vacancies and various economies practiced by the participating communities and their donation of services.

D. Conclusion

The Child Care Worker Training Project did succeed in fulfilling its key objective, it did demonstrate how to help recruit and train child care workers in a relatively brief pre-employment training period and how to find entry level positions for them. It was demonstrated that a flexible program could be developed and conducted simultaneously in five different cities, or in even a larger number of communities were that required. Curriculum material was developed which can be standardized somewhat and utilized in any community in the United States. Other methodology in regard to counseling and job development have been utilized and could be repeated in other communities.

Although the number involved are not immense and cannot by themselves overcome the serious manpower shortage in the child care field, this pilot project has demonstrated in a practical fashion how the problem could be reduced at a relatively minimal overall cost and with maximum benefit both to the trainees and to the children in need of the services of qualified personnel. The project has also demonstrated the ability of agencies in the governmental sector and in the voluntary field to work together at a national-local level to accomplish significant goals.

In one way or another all who were connected with the project expressed very positive feelings about what had been accomplished. In one of her reports the project coordinator of the Health and Welfare Council in Baltimore expressed it most precisely as follows: "Much value has come out of this project. Foremost, there has been value to the trainees themselves. Some have been placed in meaningful jobs; others are planning further education; many have received education, counseling and increased self-assurance which will improve their chances in the job market and help them in their personal and family lives."